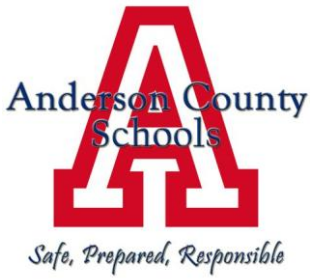
ANDERSON COUNTY SCHOOLS



EVALUATION PLAN
Handbook

Revised 2007

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ANDERSON COUNTY EVALUATION PLAN REVIEW COMMITTEE

Teachers	**Administrators**
Julie Bowen	Amanda Ellis
Heather Hardin	Travis Harley
Jimmy Joe Jackson	Sheila Mitchell
Alex Hunter	Melissa Monts
Sara Lynn Ledford	Ramona Karsner
Erin Rhody	Derek Shouse
Jodi Scoby	Larry Basham
Annette Shields	Ray Woodyard

This evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

The Anderson County Contact Person for Certified Evaluation is the Assistant Superintendent and the Director of Curriculum.

The Evaluation Plan was approved at the June 2007 Board of Education Meeting.

Anderson County Certified
Evaluator-Evaluatee List

Certified Position	***Primary Evaluator**
Adult Community Education Coordinator	Director of Student Services
Alternative School Dean	Director of Student Services
Alternative School Teacher	Alternative School Dean
Assistant Principal	Principal
Assistant Superintendent	Superintendent
Chief Information Officer	Superintendent
Counselor	Principal or Designee
Curriculum Resource Teacher	Principal/Director of Curriculum
Director of Curriculum	Assistant Superintendent
Director of Special Education	Superintendent
Director of Student Services	Assistant Superintendent
Director of Transportation	Assistant Superintendent
District Technology Resource Teacher	Chief Information Officer
Drop Out Prevention Coordinator	Director of Student Services Middle and High Principals
ESL Teacher	Director of Curriculum
ESS Coordinator	Principal or Designee
ESS Teacher	Principal or Designee
Family Resource Center Assistant	Director of Student Services Principal
Family Resource Center Director	Director of Student Services Principal
Finance Officer	Superintendent
Gifted & Talented Coordinator	Director of Curriculum
Gifted & Talented Teacher	Principal or Designee
Hearing Impaired Teacher	Principal/Special Education Director
Literacy Coach	Principal or Designee
Media Specialist	Principal or Designee
Occupational Therapist	Director of Special Education
Physical Therapist	Director of Special Education
Preschool Director	Director of Special Education
Preschool Teacher	Preschool Director/Principal
Principal	Superintendent
Reading Recovery Teacher	Principal
Regional Training Center Director	Assistant Superintendent
School Nurse	Director of Student Services Health Department
School Psychologist	Principal Director of Special Education
Social Worker	Director of Student Services Principal or Designee

***Or Designee decided by the Principal or Immediate Supervisor**

Certified Position	***Primary Evaluator**
Special Education Teacher	Principal or Designee Director of Special Education
Speech Pathologist	Principal or Designee Director of Special Education
Spirals Teacher	Director of Student Services Principals or Designee
Superintendent	Board of Education
Teacher	Principal/Assistant Principal
Title I Teacher	Principal
Visually Impaired Teacher	Director of Special Education Principal

***Or Designee decided by the Principal or Immediate Supervisor.**

ROLES IN EVALUATION PROCESS

704 KAR 3:345; Section 4; (2)(a)
The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel, selected by the primary evaluator, may be used to observe and provide information to the primary evaluator.

DEFINITION OF ROLES/RESPONSIBILITIES

EVALUATOR — The one who is directly responsible for the supervision of the evaluatee and makes the assessments of his or her performance.

ADMINISTRATOR — Means a certified staff person who devotes the majority of his or her employed time to service in a position for which administrator certification is required by the Education Professional Standards Board.

ASSISTANT PRINCIPAL — At the direction of the principal, works with evaluatee's in various phases of the evaluation process. The assistant principal may be delegated the role of evaluator and may consult with principal on evaluatee.

ASST. SUPT. & PROGRAM DIRECTORS — Serve in a resource capacity to facilitate the carrying out of the evaluation process, and as coordinators of the Personnel Performance Evaluation Process at the schools for which they have supervisory responsibility, performing such services as:

(a) Providing in-service assistance to those involved in the process.

(b) Giving advice and assistance in the formulation of prescriptions/objectives/actions (upon request of evaluatee and/or evaluator).

(c) When requested by evaluatee and/or evaluator, may observe the evaluatee and make suggestions to improve performance.

(d) Respond to requests by evaluatee and/or evaluator to diagnose difficulties being encountered in the attainment of objectives and action plans and make suggestions to overcome the problems.

(e) Conduct planning and training activities for individuals he/she supervises.

PRINCIPAL Serves in the capacity of evaluator:

(a) Reviews the evaluatee's Professional Growth Plan.

(b) Observes evaluatee and makes suggestions; confers with contributors; confers with evaluatee as circumstances require.

(c) Assesses performance of evaluatee.

(d) Conducts summataive conference with evaluatee.

(e) Consults with Asst. Principal about progress of assigned evaluatees.

SUPERINTENDENT Serves in the capacity of evaluator of the Assistant Superintendent, Principals and other administrators as needed.

BOARD OF EDUCATION Oversees the development of and approves the district evaluation system and policies; evaluates the Superintendent.

CONFERENCE Means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

NOTE: Evaluators are asked, from time to time, for their appraisal of a current or former employee's performance; i.e., recommendations. They are to respond only if they did have, or currently do have, responsibility for the employee's evaluation. If not, they are to refer the request to the appropriate evaluator or to the Central Office for verification of employment.

EVALUATION PLAN REVIEW COMMITTEE ROLE

704 KAR 3:345 (revised) requires a committee composed of equal numbers of administrators and teachers to develop evaluation procedures and forms. The purposes of Anderson County's Evaluation Plan Review Committee shall be: (1)

to review the certified employee evaluation plan (and subsequent amendments) adopted Fall of 1999 and revised in 2006 and 2007, by the Board of Education; and (2) recommend improvements/changes.

The Evaluation Plan Review Committee shall consist of a teacher and an administrator representing each school. Each school will be responsible for the selection of its teacher and administrative representative.

The committee is advisory only: It neither complements nor supplements that which is required of the Board in section 8, 704 KAR 3:345, revised.

EVALUATION CYCLE TIMELINE
FOR MANAGEMENT OF PROFESSIONAL GROWTH PLAN
AND DATA COLLECTION

I was given a copy of the Anderson County Evaluation plan. A copy of the Standards and Performance Criteria and individual school's indicators for criteria was given to me and explained.

_____ _____

Certified Staff Member Signature **Date**

STEP	TIMELINE
1. Build Individual Professional Growth Plan with administrator and sign. - All certified employees	❖ As early as **May 1** of the current school year ❖ No later than **October 1** of the ensuing school year
2. Review Evaluation Plan, including Standards and Performance Criteria and **individual school's Indicators for criteria.** 2a. A copy of the evaluation plan should be given to the certified staff members. Staff members should review the evaluation plan and ask for questions to be clarified before the first observation. 2b. Give out applications for local evaluation appeals panel.	❖ No later than the **END of 1st month** of employee reporting for employment. ❖ By **September 1**
3. Additions to Individual Professional Growth Plan or Corrective Action Plan are created with administrator. (Additional to growth plans or corrective action plans may be added during the year.)	❖ Implement and monitor action plans for PGP or ICAP.
4. Observations and conferences for data collection regarding performances of employee: (Please check indicating status) 4a. Classroom Teachers: Non-tenured Teacher Interns _____ 4b. Classroom Teachers: Non-tenured _____ 4c. Classroom Teachers: Tenured _____	❖ Conferences are to follow classroom observations by no more than five (5) work days. 4a. Three observations and post-observation conferences per school year, following KTIP requirements: ❖ First by: **November 15** ❖ Second by: **February 15** ❖ Third by: **April 1** (Anderson County date) ❖ A Summative Evaluation **is required** to be completed and sent to Central Office by **April 1.** 4b. Two formative observations and conferences per school year: ❖ First by: **December 20** ❖ Second by: **February 15** ❖ A Summative Evaluation is required to be completed and sent to Central Office by **April 1.** 4c. At least one **FORMATIVE** observation/conference per school year is required no later than **May 1.** Additional observations and conferences may be completed. During the third year of the evaluation cycle, a formal observation and the summative evaluation conference is required during the spring semester of that year. It is to be completed and sent to

4d. Other certified staff (school and district: Non-teaching employees: Administrators including principals, Assistant Principals, Guidance Counselors, Media Specialists, Central Office Administrators, School Psychologists. _____ 4a/b/c/d. Classroom teachers, other certified staff: Non-teaching employees; Administrators	Central Office by **May 30.** 4d. Complete at least one summative evaluation and conference **AT LEAST ONCE per year** for an update regarding Performance Criteria and progress of Growth/Action Plan by **April 30.** 4a/b/c/d. At any time, memos regarding outstanding performance may be written. At any time, conferences may be conducted and Individual Corrective Action Plans/or memos written to note areas of concern. These memos become part of the evaluation folder.
5. Continuous Observations/Conferences/Corrective Plans	5. At any time; prior notice is not required.
6. Assess results; review/revise if needed, the current year's Professional Growth Plan. 6a. Evaluator recommendations for non-renewal of contract for non-tenured teachers and discusses in a conference with employee. A written notification from the Superintendent will be sent to the employee by April 30.	6. No later than June 30. 6a. The principal will send in writing to the Superintendent no later than **APRIL 1.** The staff member will be notified no later than April 30 of non-renewal for non-tenured staff.

THE EVALUATION PROCESS
HOW IT WORKS

EMPLOYEE ORIENTATION TO EVALUATION PLAN

Annually, evaluators are to familiarize certified personnel whom they will be evaluating with the district's evaluation system within one month of reporting for employment. This includes providing a copy of the handbook to all employees in the fall of 2007. Thereafter, the annual review will include providing a copy of the handbook to all new employees and to any returning employee who requests one**. Questions concerning the contents of the evaluation plan handbook must be raised by the employee prior to the first observation.** The contents of the evaluation plan handbook must be reviewed with each employee prior to any observation/evaluation. All certified personnel must have immediate notice of any changes made to the evaluation process. Mid year hires will be evaluated on the same evaluation plan and be given a copy of the evaluation plan handbook within one month of their hire date.

Each building principal may annually develop and explain to building personnel the Indicators (or "Look-Fors") for Performance Criteria that are building –specific, based on the school's comprehensive plan goals, professional development training the staff has taken, or other factors. The building principal is responsible for providing, upon employee request, a copy of any additional job description which is not included in the Appendix of the Evaluation Plan Handbook.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA

The list of Evaluation Standards and Performance Criteria for Teachers/Administrators shall be considered the standard the evaluatee is expected to meet. It is important that these criteria (and other performance expectations covered by the criteria, such as descriptions, applicable local Board policies, and the Kentucky School Personnel Code of Ethics) be understood as applicable by all parties.

INDIVIDUAL PROFESSIONAL GROWTH PLAN

The Professional Growth Plan is an individualized plan that includes goals for enrichment and development that are established by the person being evaluated with the assistance of the evaluator. It includes action plans to achieve the goals/objectives and a method of evaluating success.

An employee's Individual Professional Growth Plan (IPGP) must be aligned with the specific goals, objectives, and action plans of the School's Comprehensive Improvement Plan (CSIP), Professional Development Plan, and the Evaluation Standards and Performance Criteria of the district evaluation system.

The Professional Growth Plan can be built as early as May 1 of the current year for continuing employees. The advantage of including the IPGP in the spring for the next school year is that professional development activities tied to growth objectives may be available for the certified employee during the summer before the next school year. The IPGP must be completed with employees new to a building (newly hired or transferred employees) no later than October 1 of the new school year. The PGP must be created within one month of the hire date.

Implementation of the Professional Growth Plan is to begin as soon as the plan is completed and signed by both the evaluator and evaluatee. Signatures indicate knowledge of expectations.

The IPGP must be reviewed annually by the evaluator and evaluatee. This should occur no later than June 30 for teachers and non-teaching certified school personnel. Some Growth Objectives may be long-range or ongoing and may be continued with little or no revision during the evaluation cycle (tenured teachers) or during the period of a multi-year CSIP. When new growth objectives for an IPGP are appropriate, they may be developed during the end-of-year conference for the succeeding school year.

FORMATIVE EVALUATION

Formative evaluation, by definition in 704 KAR 3:345, is a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance. All monitoring and formal observations will be with the full knowledge of the teacher/administrator and will include both formative and summative procedures.

For tenured teachers in the formative evaluation cycle, observations/conferences will be at least once each year. Conferences are to follow classroom observations by no more than five (5) work days. If an area of concern is found, the teacher may be placed in the summative evaluation process, and shall receive written notification.

Tenured teachers are in summative evaluation every three (3) years. During the third year of the evaluation cycle, the formal observation and conference will take place. By May 30 of the summative year, a summative conference must be held (see below - Summative Evaluation).

For non-tenured teachers in the formative phase of the annual evaluation cycle, formative observations/conferences will be done twice a year (three times for teacher interns following KTIP requirements). KTIP requirements include the first observation to be completed by November 15, the second completed by February 15 and the third completed by April 10. Anderson County requires the third KTIP observation to be completed by April 1. Non-tenured teachers must be observed no later than December 20 in the fall semester and no later than February 15 in the spring semester. For all employees, tenured and non-tenured, the formal observation will be scheduled. Other observations may be unscheduled. A feedback conference should follow a formal observation by no more than five (5) work days.

Informal observations (drop-in visits of less than a full observation) may be made at any time by the evaluator. An employee who is experiencing problems in any area of expectation may have as many observations, conferences, and/or corrective action plans or memos as are necessary to document the situation – including assistance offered (see below). These observations do not require prior notice.

During the formative evaluation cycle, data is collected to the ten (10) Teacher Standards and six (6) Administrative Standards. After a classroom observation is made, the observer will analyze data taken during the observation, using the Teacher Standards & Performance Criteria as a frame of reference.

In identifying areas (meets or growth needed) to be recognized on the Post-Observation Conference Formative Report Form there is no set number. Sometimes more areas will be identified than actually will be targeted. The evaluator will decide the most important priorities and key the emphasis upon them. The priorities could be in the areas of met or growth needed.

If an area of improvement (growth needed) from the classroom observation is noted on the Formative Report Form, the item must have a corresponding prescription, or action plan, to remediate or assist. This may be specifically noted and written on the Formative Report Form in the Data Collection space, or an Individual Corrective Action Plan **(ICAP)** may be established.

The ICAP may be written to any of the Teacher Standards or six Administrator Standards needing correction/attention. For areas needing improvement in Teacher Standards 1-10 either the Formative Report Form or ICAP is used.

During the conference, once an area of improvement, with corresponding procedures, has been noted on either a Formative Report Form or an ICAP, its implementation should begin immediately. The primary responsibility for initiating activities and procedures in either an ICAP or Formative Report Form, is with the evaluatee, except as written otherwise and agreed upon during conferencing.

To make the evaluation process successful, a high level of commitment is needed by both the evaluatee and evaluator. The evaluatee is expected to proceed with the action plan in a self-directed way, and the evaluator is expected to proceed with the action plan in a self-directed way. The evaluator is expected to provide assistance and regularly monitor progress. If satisfactory progress is being achieved, few modifications, if any, will be called for. In this case, continue with the implementation process. For those evaluatees experiencing problems, it is important for additional time and support to be given by both evaluatee and evaluator to intensify efforts toward attainment of objectives/goals. Contacts other than the first and subsequent formative observation/conferences shall be documented by the evaluator and a copy given to the evaluatee. It is recommended that short, information conferences are held following these contacts. Lines of communication between evaluator(s) and evaluatee must be kept open in all phases of the evaluation process. To this end, each certified person new to the district may receive training in the use of effective teaching strategies and a common terminology for teaching behaviors, using a variety of research-based models.

The evaluators will be expected to make formal/informal observations, as appropriate, so that meaningful feedback can be given in a clinical way – emphasizing objectivity in data collection and collaboration in its interpretations. Administrators in Anderson County, who will be primary evaluators, have been and are trained in the concepts and skills of clinical supervision and in a variety of observational processes. In addition, certified employees designated as evaluators complete training which allows their compliance with 704 KAR 3:345 (revised 2/7/97). Documentation of twelve (12) hours biannual evaluation training will be kept in the appropriate database at the Central Office.

SUMMATIVE EVALUATION

According to KRS 156.557 Summative Evaluation means the summary of, and conclusions from, all evaluation data, including formative evaluation data. Summative evaluation occurs at the end of an evaluation cycle; annually for non-tenured certified teachers, annually for administrators, and at least every third year for tenured certified personnel. The summative evaluation process includes a conference between the evaluator and the evaluated certified employee and a written evaluation report.

The evaluator will assess results, reviewing all data collected during the evaluation cycle under which the evaluatee falls. This is done so the evaluator can make a determination as to whether or not an evaluatee's work is satisfactory, and, if necessary, can be done at any time during the cycle, so long as previous steps in the cycle have been completed and documented.

In deciding whether or not an evaluatee's work is satisfactory, the evaluator shall identify the standards which are being met as determined by the Performance Criteria, and, where they are not being met, whether movement toward attainment is indicated by reviewing data from formative evaluation (i.e., evaluatee's progress, or lack of, toward accomplishment of improvement objectives established for the employee). In all cases where data support the evaluatee's accomplishments of that which was prescribed – even when accomplishment does not result in full attainment of Standard – performance is to be termed satisfactory.

Non-attainment of a Standard does not necessarily indicate overall unsatisfactory performance. Failure – either through unwillingness or inability – to make satisfactory progress as previously documented by the evaluator on Formative Report Forms, Individual Corrective Action Plan, memos, or other forms of documentation, does indicate overall unsatisfactory performance. When this is the case, the evaluator must so indicate in the appropriate place on the Summative Conference Form and the Summative Evaluation Form. When a "Does Not Recommend for Re-employment" is made, this must be communicated to the evaluatee during a conference. The Superintendent will notify the non-tenured, certified staff member in writing if the contract will be non-renewed.

For those non-tenured employees whose Summative evaluation will result in non-renewal of a contract, the written recommendation for non-renewal of contract accompanied by supporting documentation must be given to the Superintendent no later than April 1.

The evaluator will choose form 1 or form 2 to evaluate the evaluatee.

ADMINISTRATORS WHO RECEIVE ANNUAL EVALUATIONS

Administrators who receive annual Summative evaluations according to 704 KAR 3:345 are Central Office certified staff, principals, assistant principals, and guidance counselors. These administrators must have an individual Professional Growth Plan and a Summative Evaluation each year, whether they are tenured or non-tenured.

The evaluation of assistant principals is conducted by the principal. Principal evaluations are conducted by the Superintendent or designee. Counselors, Media Specialists and School Psychologist may be evaluated by assistant principals or designees.

The Superintendent is evaluated by the Board of Education. Other central office staff evaluations are conducted by the immediate supervisors as indicated by the organizational chart. The Superintendent will have a professional growth plan in compliance with KRS 156.111.

OPPORTUNITY FOR RESPONSE

Both parties in the Anderson County evaluation system have the opportunity to make written comments in the spaces provided in the Individual Corrective Action Plan and the Summative Evaluation form. Additional written responses may also be made and attached. Any written response from the evauatee will become part of the official file. Signatures on evaluation forms merely indicate that the evaluation process has been executed. The evaluatee needs to sign and indicate that they agree or disagree with the evaluation.

A copy of the evaluation shall be provided to the evaluatee. 704 KAR 3:345, Section 4 (2) (e).

OFFICIAL FORMS

All evaluations of certified staff in the Anderson County Schools will be recorded on official forms provided in this plan, and all summative evaluation forms (except the Superintendent) will be filed in the employee's personnel file at the Board Office.

APPEALS PROCESS

For appeals to the local evaluation appeals panel, certified personnel shall have the:

1. **Right to a hearing as to every appeal; and**

2. **Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and**

3. **Right to presence of evaluatee's chosen representative.**

Purpose: An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3.345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

Appeals: Pursuant to Board Policy 03.18, any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures.

I. PROCEDURE FOR CERTIFIED PERSONNEL WISHING TO APPEAL AN EVALUATION

A. Summative

1. No more than five (5) work days after the final evaluation the certified employee must present a request, on the appropriate form (Form E), for a review of the evaluation to the Appeals Panel chair and give a copy to the Superintendent. The request must:

   a. Be attached to a copy of the final evaluation form (Form E).
   b. Include a written statement which details both the disagreement and the reason(s) for his/her disagreement (procedural and/or substantive).

2. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.

3. The Panel will meet, review all documents, discuss and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.

4. The Panel will set a time and place for the hearing and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time and place to appear before the panel to answer questions.

5. The Chair will convene the Appeals Panel and it will complete its review of the evaluation data no more than five (5) work days after the date the evaluatee gives the appeal to the Chairperson of the Appeal's Committee unless more time is needed for good cause shown in writing or agreed upon by both parties.
    a. All documentation obtained to this point is made available to both the evaluator and evaluatee, and both parties are notified of the hearing date by the Chair of the Appeals Panel.
    b. This hearing is to take place no more than five (5) work days to the date the chair of the panel meets with the appeals panel to review documentation.
    c. Both the evaluatee and the evaluator are notified of the right to be accompanied by a chosen representative, legal counsel.
    d. Only Panel members, the evaluatee and the evaluator, legal counsel, witnesses and the employee's chosen representative will be present at the hearing.
    e. Witnesses may be present, but will be called one at a time and will not be allowed to observe the proceedings.
    f. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
    g. After reviewing all documents and interviewing both evaluator and evaluatee, the local appeals panel will reach its decision by majority.
    h. The panel shall issue its written opinion to the Superintendent, within three (3) work days following the conclusion of the hearing. A copy of the hearing decision shall be placed in the evaluatee's official file, attached to the Summative evaluation in question.
    i. The entire process, from the time the appeal is filed until the panel issues its recommendation to the Superintendent, must be completed within fifteen (15) work days. This Appeals Panel has no authority to make a recommendation constituting personnel action which remains at the discretion of the Superintendent.

6. The superintendent must respond to the evaluatee no more than fourteen (14) calendar days, after receiving the statement from the Appeals Panel's Chair. In cases involving dismissal, the Superintendent's decision, under law, is final for non-tenured evaluatees.

7. (For tenured evaluatees only.) Under the law, tenured employees facing adverse personnel action may appeal a Superintendent's decision to a tribunal created for this purpose. Note that tribunal members are not employed by the district which employs the evaluatee.

Hearing Procedures

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of respective position regarding the evaluation. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.

6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make concluding remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
    a. Upholding all parts of the original evaluation.
    b. Voiding the original evaluation or parts of it.
    c. Ordering a new evaluation by another certified evaluator who shall be a trained evaluator.
10. A copy of the Panels written findings will be placed in the evalutee's file.
11. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
12. The Superintendent shall may take appropriate action consistent with the Panel's decision.
13. The Panel's decision, the Panel's, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
14. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation within the time allowed for such an appeal.

II. THE SELECTION PROCEDURE FOR ELECTED MEMBERS OF THE LOCAL CERTIFIED EVALUATION APPEALS PANEL.

A. By September 1, yearly, all certified employees shall be given an application to serve as a member of the Certified Employee Appeal Panels, if elected.

B. Employees interested in serving, if elected, are to return their completed application to the Central Office within one week following the date of the application.

C. By September 15, the Central Office will prepare and distribute to all certified employees under contract a ballot listing alphabetically all applicants, along with their position, title, and work location.

D. Completed ballots are to be returned to the Central Office by the next school day.

E. Central Office personnel will tabulate ballots. Two (2) members of the panel shall be elected by and from the certified employees under contract of the District. Two (2) alternates shall also be elected by and from the certified employees under contract, to serve in the event an elected member cannot serve.

F. Every year the superintendent will present to the Board, one certified employee and one alternate to serve a one (1) year term to serve on the panel.

G. The chairperson of the panel shall be the certified employee appointed by the Board.

H. The name of the elected and/or appointed certified employees shall be presented to the Board at its next meeting so that the Board may appoint them to serve a one year term.

All terms of panel members and alternates shall be for one (1) year and run from July 1st to June 30th. Members may be reappointed or reelected.

Conflicts of Interest: See board policy: Personnel 03.18

THIRD PARTY OBSERVERS PROCESS

(This process is followed if the certified school employee requests an additional evaluation following their primary evaluation)

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluate have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

EVALUATION FOLDER

The evaluatee and evaluator shall each set up a school evaluation folder which will hold the following:

- Professional Growth Plan(s) (As described in 704 KAR 3:345, Section 1)
- Post-Observation Conference Formative Report Forms, as required
- Individual Corrective Action Plan(s), as needed
- Evaluatee or evaluator notes that may have a bearing upon the evaluation process
- Summative Conference Form, as required
- Summative Evaluation for Teacher/Administrators Form
- Signature Sheet

The above items will constitute the basic information which will be used to complete the Summative Evaluation Report. The school evaluation folder will assist in keeping all evaluative information or data in good order.

At the end of the evaluatee's evaluation cycle, as required, evaluators will place in the evaluatee's folder at Central Office, the originals of the Summative Evaluation Form and all Professional Growth Plan pages created during the evaluation cycle. This form is to be considered the official copy of the evaluatee's performance report. (All KTIP and KPIP data is to be returned to the KTIP and KPIP District Coordinator(s), where it will become part of the evaluatee's folder at Central Office.)

Notes:

(1) For areas of exceeds, meets, growth needed and does not meet, specific Standards and Criteria will be noted in the Formative Report form; either in narrative or by listing number and letter.

(2) Prescription – Action plan, procedures, or activities for any area of improvement shall be written on the applicable from or attached to it.

(3) **No** item regarding growth, poor or unacceptable performance, may be listed on either Formative or Summative Form(s) **unless it is written and a copy given to the evaluatee.**

(4) The evaluator's notes, at his/her option, may be attached to Formative Forms. Where they are, they become part of the **official record** and **must** be legible to **both** evaluator and evaluatee.

(5) Records retention of the school (principal's working) evaluation folder should be as follows:

(a) Seven years, including four years of annual evaluation data for non-tenured employees, and three years data from the evaluation cycle after employee has gone on tenure.

(b) Thereafter six years, which includes data from two evaluation cycles for tenured certified employees shall be included in the folder.

III. CONFIDENTIALITY OF RECORDS

The personnel evaluation records, specifically the personnel evaluation folder and its contents, will be treated with the same confidentiality as other personnel records.

The records will be accessible only to the evaluatee and administrators who supervise, or share the supervision of, the evaluatee. Generally, this will include the Principal and Assistant Principal in evaluatee's building, the Superintendent, Assistant Superintendent, and Program Directors and/or Coordinators.

Records may be subpoenaed in cases where litigation occurs. The records will be kept in the office of the Superintendent. Supportive data to the evaluation, which may be housed in the employee's school folder and which has already been copied for the evaluator and evaluatee, may be subpoenaed in cases where litigation occurs.

Each evaluator is responsible for maintaining complete and timely records for all individuals under his/her supervision.

APPENDICES

Anderson County Public School Evaluation Standards, Performance and Technology Criteria for Teachers **Appendix A**

Anderson County Public School Evaluation Standard and Performance Criteria for Administrators **Appendix B**

ISLLC Evaluation Standards and Performance Criteria for Education Administrators **Appendix C**

Code of Ethics **Appendix D**

Anderson County Public School Evaluation Forms **Appendix E**

****All Anderson County Schools job descriptions are available through the district web page at www.Anderson.k12.ky.us.**

Evaluation Standards and Performance Criteria for Teachers

Standard 1: Demonstrates Professional Leadership

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

1.1 Builds positive relationships within and between school and community.
1.2 Promotes leadership potential in colleagues.
1.3 Participates in professional organizations and activities.
1.4 Writes and speaks effectively
1.5 Contributes to the profession knowledge and expertise about teaching and learning.
1.6 Guides the development of curriculum and instructional materials.
1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
1.8 Initiates and develops educational projects and programs.
1.9 Practices effective listening, conflict resolution and group-facilitation skills as a team member.
1.10 Demonstrates punctuality and good attendance for all duties.
1.11 Adheres to school board policies and administrative procedures.
1.12 Adheres to the state professional Code of Ethics.

Standard 2: Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
2.2 Communicates a current knowledge of discipline(s) to be taught.
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across disciplines.
2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
2.5 Connects content knowledge to real-world applications.
2.6 Plans lessons and develops instructional material that reflects knowledge of current constructs and principles of the discipline(s) being taught.
2.7 Analyzes sources of factual information for accuracy.
2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Standard 3: Designs/Plans Instruction:

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.
3.3 Integrates skills, thinking processes, and content across disciplines.
3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve learners.
3.5 Creates and uses learning experiences that are developmentally appropriate for learners.
3.6 Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.
3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.
3.8 Includes creative and appropriate use of technologies (e.g., - audiovisual equipment, computers, lab equipment, etc.) to improve student learning.

3.9 Develops and implements appropriate assessment processes.
3.10 Secures and uses a variety of appropriate school and community resources to support learning.
3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Standard 4: Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.
4.3 Shows consistent sensitivity to individuals and responds to students objectively.
4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
4.6 Encourages and supports individual and group inquiry.
4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
4.9 Works with colleagues to develop an effective learning climate within the school.

Standard 5: Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Communicates specific goals and high expectations for learning.
5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
5.3 Models/demonstrates the skills concepts, attributes, and/or thinking processes to be learned.
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
5.6 Stimulates students to reflect on their own ideas and those of others.
5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.
5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.11 Makes effective use of media and technologies.
5.12 Makes efficient use of physical and human resources and time.
5.13 Provides opportunities for students to use and practice what is learned.
5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Standard 6: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

6.1 Selects and uses appropriate assessments.
6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.

6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Standard 7: Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning.
7.1 Assesses and analyzes the effectiveness of instruction.
7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.
8.3 Articulates expectations for each collaborative event, e.g., timelines and responsibilities.
8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
8.5 Secures and makes use of school and community resources that present differing viewpoints.
8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
8.7 Invites colleagues, parents, community representatives, and other to help design and implement collaborative instructional projects.
8.8 Analyzes previous collaborative experiences to improve future experiences.
8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

Standard 9: Engages in Professional Development

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.
9.1 Establishes priorities for professional growth.
9.2 Analyzes student performance to help identify professional development needs.
9.3 Solicits input from others in the creation of individual professional development plans.
9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

Standard 10: Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulates data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.

10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional and support instruction.
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
10.9 Designs lessons that use technology to address diverse student needs and learning styles.
10.10 Practices equitable and legal use of computers and technology in professional activities.
10.11 Facilities the lifelong learning of self and others through the use of technology.
10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
10.13 Applies research-based instructional practices that use computers and other technology.
10.14 Uses computers and other technology for individual, small group, and large group learning activities.
10.15 Uses technology to support multiple assessments of student learning.
10.16 Instructs and supervises students in the ethical and legal use of technology.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINSTRATORS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

ISLLC STANDARDS FOR EDUCATION ADMINSITRATORS

1. **VISION:** A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

2. **SCHOOL CULTURE AND LEARNING:** A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

3. **MANAGEMENT:** A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.**

4. **COLLABORATION:** A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

5. **INTERGRITY, FAIRNESS, ETHICS:** A school administrator is an educational leader who promotes the success of all students by acting **with integrity, fairness and in an ethical manner.**

6. **POLITICAL, ECOMONIC, LEGAL:** A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.**

ISLLC EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS

(All performance criteria may not apply to all administrative positions)

STANDARD 1: Vision

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

The administrator facilitates processes and engages in activities ensuring that:

1.1 The vision and mission of the school are effectively communicated to staff, parents, students and community.
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
1.3 The core beliefs of the school vision are modeled for all stakeholders.
1.4 The vision is developed with and among stakeholders.
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated.
1.6 Progress toward the vision and mission is communicated to all stakeholders.
1.7 The school community is involved in school improvement efforts.
1.8 The vision shapes the educational programs, plans, and actions.
1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
1.10 Assessment data related to student learning are used to develop the school vision and goals.
1.11 Relevant demographic data pertaining to students and their families are used in developing the school. mission and goals.
1.12 Barriers to achieving the vision identified, clarified, and addressed.
1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals.
1.14 Existing resources are used in support of the school vision and goals.
1.15 The vision, mission and implementation plans are regularly monitored, evaluated and revised.

STANDARD 2: School Culture and Learning

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

The administrator facilitates process and engages in activities ensuring that:

2.1 All individuals are treated with fairness, dignity, and respect.
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals.
2.3 Students and staff feel valued and important.
2.4 The responsibilities and contributions of each individual are acknowledged.
2.5 Barriers to student learning are identified, clarified, and addressed.
2.6 Diversity is considered in developing learning experiences.
2.7 Life long learning is encouraged and modeled.
2.8 There is a culture of high expectations for self, student, and staff performance.
2.9 Technologies are used in teaching and learning.
2.10 Student and staff accomplishments are recognized and celebrated.
2.11 Multiple opportunities to learn are available to all students.
2.12 The school is organized and aligned for success.
2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.
2.15 The school culture and climate are assessed on a regular basis.
2.16 A variety of sources of information is used in making decisions.
2.17 Student learning is assessed using a variety of techniques.
2.18 Multiple sources of information regarding performances are used by staff and students.

2.19 A variety of supervisory and evaluation models are employed.
2.20 Pupil personnel programs are developed to meet the needs of students and their families.

STANDARD 3: Management

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

The administrator facilitates processes and engages in activities that:

3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.
3.3 Emerging trends are recognized, studied, and applied as appropriate.
3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.
3.7 Time is managed to maximize attainment of organizational goals.
3.8 Potential problems and opportunities are identified.
3.9 Problems are confronted and resolved in a timely manner.
3.10 Financial, human, and material resources are aligned to the goals of schools.
3.11 The school acts entrepreneurially to support continuous improvement.
3.12 Organizational systems are regularly monitored and modified as needed.
3.13 Stakeholders are involved in decisions affecting schools.
3.14 Responsibility is hared to maximize ownership and accountability.
3.15 Effective problem-framing and problem-solving skills are used.
3.16 Effective conflict resolution skills are used.
3.17 Effective group-process and consensus-building skills are used.
3.18 Effective communication skills are used.
3.19 There is effective use of technology to manage school operations.
3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.
3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained.
3.22 Human resource functions support the attainment of school goals.
3.23 Confidentiality and privacy of school records are maintained.

STANDARD 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

The administrator facilitates processes and engages in activities ensuring that:

4.1 High visibility, active involvement, and communication with the larger community is a priority.
4.2 Relationships with community leaders are identified and nurtured.
4.3 Information about family and community concerns, expectations, and needs is used regularly.
4.4 There is outreach to different business, religious, political, and service agencies and organizations.
4.5 Credence is given to individuals and groups whose values and opinions may conflict.
4.6 The school and community serve one another as resources.
4.7 Available community resources are secured to help the school solve problems and achieve goals.
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
4.9 Community youth family services are integrated with school programs.
4.10 Community stakeholders are treated equitably.
4.11 Diversity is recognized and valued.
4.12 Effective media relations are developed and maintained.
4.13 A comprehensive program of community relations is established.
4.14 Public resources and funds are used appropriately and wisely.

4.15 Community collaboration is modeled for staff.
4.16 Opportunities for staff to develop collaborative skills are provided.

STANDARD 5: **Integrity, Fairness, Ethics**
A school administrator is an educational leader who promotes the success of all students by acting **with integrity, fairness, and in an ethical manner.**

The administrator facilitates process and engages in activities ensuring that:
5.1 Examines personal and professional values.
5.2 Demonstrates a personal and professional code of ethics.
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
5.4 Serves as a role model.
5.5 Accepts responsibility for school operations.
5.6 Considers the impact of one's administrative practices on others.
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.
5.8 Treats people fairly, equitably, and with dignity and respect.
5.9 Protects the rights and confidentiality of students and staff.
5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community.
5.11 Recognized and respects the legitimate authority of others.
5.12 Examines and considers the prevailing values of the diverse school community.
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
5.14 Opens the school to public scrutiny.
5.15 Fulfills legal and contractual obligations.
5.16 Applies laws and procedures fairly, wisely, and considerately.

STANDARD 6: Political, Economic, Legal
A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

The administrator facilitates process and engages in activities ensuring that:
6.1 The environment is which schools operate is influenced on behalf of students and their families.
6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
6.3 There is ongoing dialogue with representatives of diverse community groups.
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
6.5 Public policy is shaped to proved quality education for students.
6.6 Lines of communication are developed with decision makers outside the school community.

APPENDIX D

CODE OF ETHICS
704 KAR 20:680
Section 1: Certified Personnel in the Commonwealth

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

THE STUDENTS	THE PARENTS	EDUCATION PROFESSION
-Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice know to educator. -Shall respect the constitutional rights of all students. -Shall not deliberately suppress or distort subject matter for which the educator bears responsibility. -Shall take reasonable measures to protect the health, safety, and emotional wellbeing of students, -Shall not use professional relationships or authority with students for personal advantage. -Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law. -Shall not knowingly make false or malicious statements about students or colleagues. -Shall refrain from subjecting students to embarrassment or disparagement. -Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.	-Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student. -Shall endeavor to understand community cultures and diverse home environment of students. -Shall not knowingly distort or misrepresent facts concerning educational issues. -Shall distinguish between personal views and the views of the employing educational agency. -Shall not interfere in the exercise of political and citizenship rights and responsibilities of others. -Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities. -Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, nor offer any such to obtain special advantages	-Shall exemplify behaviors which maintain the dignity and integrity of the profession. -Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities. -Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required bylaw. -Shall not use coercive means or give special treatment in order to influence professional decision. -Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualification. -Shall not knowingly falsify or misrepresent records of facts relating to his/her own qualifications or those of other.

APPENDIX E

Anderson County School Evaluation Plan Forms

Professional Growth Plan, Form A	**34**
Teacher Pre-Observation, Form B	**35**
Teacher Formative Post-Observation, Form C	**36**
Corrective Action Plan, Form D	**37**
Local Appeals, Form E	**38**
Application for Election to Membership for Local Evaluation	
Appeals Panel, Form F	**39**
Teacher Summative Evaluation, Form G, Form 1	**40**
Teacher Summative Evaluation, Form H, Form 2	**41-48**
Special Education Formative Evaluation, Form I, Form 1	**49-50**
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Special Education Summative Evaluation, Form K, Form 3	**53-62**
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Guidance Counselor Summative Evaluative, Form U, Form 2 **81-86**

Principal Summative Evaluation, Form V, Form 1 **87**

Principal Summative Evaluation, Form W, Form 2 **88-93**

District Administrator Summative Evaluation, Form X, Form 1 **94**

District Administrator Summative Evaluation, Form Y, Form 2 **95-97**

District Administrator Professional Growth Plan, Form Z **98**

Anderson County
PROFESSIONAL GROWTH/DEVELOPMENT PLAN

NAME:	**PROGRAM/SUBJECT/GRADE:**
WORKSITE:	**DATE:**

PERFORMANCE AREA:(check one) ☐ **Standard 1*** ☐ **Standard 6*** ☐ **Standard 2*** ☐ **Standard 7*** ☐ **Standard 3*** ☐ **Standard 8*** ☐ **Standard 4*** ☐ **Standard 9*** ☐ **Standard 5*** ☐ **Standard 10*** *** see Performance Criteria**	☐ **Corrective Action Plan** **Standard Number:** **Performance Criteria:** **PRESENT STAGE OF DEVELOPMENT** ☐ **Awareness** ☐ **Implementation** ☐ **Preparation** ☐ **Refinement**
I. SCHOOL GOAL ADDRESSED:	**II. OBJECTIVE:**

DESIRED OUTCOME:

☐ **To acquire & apply knowledge, understanding, skills, & abilities to achieve stated goal.**
☐ **To facilitate the learning of students consistent with challenging content and performance standards.**
☐ **Other**

III. ACTIVITIES FOR IMPLEMENTATION:

IV. TARGET DATE	**EMPLOYEE SIGNATURE** _____ **Date:**

VIII. THE TARGET WAS: **_____Achieved _____Revised ____Continued** **Evaluator's Comments:** _____ **SIGNATURE DATE**	**EVALUATEE'S COMMENTS:** _____ **SIGNATURE DATE**

Appendix E
Form B

Anderson County
TEACHER EVALUATION
Pre-Observation Form

(To be completed by the teacher and given to the observer at least one day before the classroom observation visit.)

Teacher's Name: School:(School Name) Date:

Content Area/Grade Level: Number of Students:

Number of Students with IEP's: Date of Scheduled Observation: Time:

What is the major lesson content or unit of study?	What Core Content is being addressed?
What are the desired outcomes of the lesson/activity?	What level of DOK is being taught?
Is this review or new learning?	Give examples of how you will address individual student differences.
What teaching strategies will you be using in your lesson/activity? ☐ Whole Language ☐ Differentiation ☐ Integration ☐ Performance Event Task ☐ Lecture ☐ Thematic ☐ Hands-on ☐ Integration of Technology ☐ Other (Please describe) ☐ Coop Learning	What are your assessment strategies for the lesson or activities? ☐ Portfolio ☐ Quiz/Test ☐ Performance Event Task ☐ Rubric ☐ Anecdotal Records ☐ Demonstration ☐ Participation/Contribution ☐ Other (please describe in box below)
Note any special or unique circumstances the observer should be aware:	Other Comments:

Appendix E
Form C

Anderson County
POST-OBSERVATION CONFERENCE
FORMATIVE REPORT FORM

Teacher Standards	Meets	Growth Needed
Standard 1: Demonstrates Professional Leadership	☐	☐
Standard 2: Demonstrates Knowledge of Content	☐	☐
Standard 3: Designs/Plans Instruction	☐	☐
Standard 4: Creates/Maintains Learning Environment	☐	☐
Standard 5: Implements/Manages Instruction	☐	☐
Standard 6: Assesses and Communicates Learning Results	☐	☐
Standard 7: Reflects/Evaluates Teaching/Learning	☐	☐
Standard 8: Collaborates with Colleagues/Parents/Others	☐	☐
Standard 9: Engages in Professional Development	☐	☐
Standard 10: Demonstrates Implementation of Technology	☐	☐

☐ Professional Growth Plan Standards Review

Evaluator Comments:

Evaluatee Comments:

Evaluatee: ☐ I agree with this formative evaluation.

☐ I disagree with this formative evaluation.

_____ _____

Evaluatee's Signature Date Evaluator's Signature Date

Appendix E
Form D
Drop Down School Year

Anderson County Schools
INDIVIDUAL CORRECTIVE ACTION PLAN

EMPLOYEE NAME: **Date:**

Standard Number	Growth Objective/Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(ATTACH MORE PAGES IF NECESSARY)

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:	Status: ☐Achieved ☐Not Achieved
(Evaluatee's Signature) (Date)	(Evaluatee's Signature) (Date)
(Evaluator's Signature) (Date)	(Evaluator's Signature) (Date)

Anderson County
LOCAL EVALUATION APPEALS FORM

This form is to be used by certified employees who want to appeal current evaluation. If you feel that you were not fairly evaluated you may submit an appeal to the Evaluation Appeals Panel by completing this form and returning it to the Chairperson of the Appeal's Panel or Superintendent within five (5) working days of the receipt of your summative evaluation.

Name of Employee: **Building:**
Title:
Home Address:

Evaluation being appealed is:

☐ **Summative** ☐ **Copy of Post-Observation Conference Form is Attached**

Reason for Appeal: What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed, attach extra sheet(s).

Date you received the summative evaluation:

Name of Evaluator:

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.

Employee's Signature:
Date:

☐ **For appeal of summative evaluation, submit this form to the Appeals Panel chairperson and the Superintendent.**

NOTE: Evaluation records may be presented to and reviewed by the local evaluation appeals panel.

_____
Date Appeal is Filed

Anderson County
APPLICATION FOR ELECTION TO MEMBERSHIP
LOCAL EVALUATION APPEALS PANEL

I AM WILLING TO SERVE AS A MEMBER OF THE LOCAL EVALUATION APPEALS PANEL, IF ELECTED TO DO SO BY THE DISTRICT'S CERTIFIED EMPLOYEES.

_____ _____

Signature **Date**

School: _____

Grade/Subject Area

Appendix E
Form G
Form 1
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE EVALUATION FOR TEACHERS

(This summarizes all of the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee: Grade/Content Area:

Evaluator: Position:

School: Drop down Date:

Teacher Standards	**RATINGS**		
	Meets	Growth Needed	Does Not Meet
1. Demonstrates Professional Leadership	☐	☐	☐
2. Demonstrates Knowledge of Content	☐	☐	☐
3. Designs/Plans Instruction	☐	☐	☐
4. Creates/Maintains Learning Climate	☐	☐	☐
5. Implements/Manages Instruction	☐	☐	☐
6. Assesses and Communicates Learning Results	☐	☐	☐
7. Reflects/Evaluates Teaching/Learning	☐	☐	☐
8. Collaborates with Colleagues/ Parents/Others	☐	☐	☐
9. Engages in Professional Development	☐	☐	☐
10. Demonstrates Implementation of Technology	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐

Evaluatee's Comments:

Evaluator's Comments:

Information below is to be signed after all information above has been completed and discussed.

Evaluatee: ☐ Agree with this summative evaluation Signature:
☐ Disagree with this summative evaluation Date:

Opportunities for appeal processes at both the local and state levels are a part of Anderson County's evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

Employment Recommendation to Central Office: ☐ Recommends for re-employment
Principal Signature: ☐ Does not recommend for re-employment

Appendix E
Form H
Form 2
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE CONFERENCE FORM
FOR TEACHERS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/Observee: Position:

Evaluator/Observer: Date of Conference: School: Enter School

STANDARD 1: Demonstrates Professional Leadership

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Meets**	**Growth Needed**	**Does Not Meet**		**Meets**	**Growth Needed**	**Does Not Meet**
1.1	Builds positive relationships within and between school and community.	☐	☐	☐		☐	☐	☐
1.2	Promotes leadership potential in colleagues.	☐	☐	☐		☐	☐	☐
1.3	Participates in professional organizations and activities.							
1.4	Writes and speaks effectively.	☐	☐	☐		☐	☐	☐
1.5	Contributes to the profession knowledge and expertise about teaching and learning.	☐	☐	☐		☐	☐	☐
1.6	Guides the development of curriculum and instructional materials.	☐	☐	☐		☐	☐	☐
1.7	Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	☐	☐	☐		☐	☐	☐
1.8	Initiates and develops educational projects and programs.							
1.9	Practices effective listening, conflict resolution and group-facilitation skills as a team member.	☐	☐	☐		☐	☐	☐
1.10	Demonstrates punctuality and good attendance for all duties.	☐	☐	☐		☐	☐	☐
1.11	Adheres to school board policies and administrative procedures.	☐	☐	☐		☐	☐	☐
1.12	Adheres to the state professional Code of Ethics.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 2: Demonstrates Knowledge of Content

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Meets**	**Growth Needed**	**Does Not Meet**		**Meets**	**Growth Needed**	**Does Not Meet**
2.1	Communicated a breadth of content knowledge across the discipline(s) to be taught.	☐	☐	☐		☐	☐	☐
2.2	Communicates a current knowledge of discipline(s) to be taught	☐	☐	☐		☐	☐	☐
2.3	Demonstrates a general knowledge that allows for integration of ideas and information across disciplines.	☐	☐	☐		☐	☐	☐
2.4	Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	☐	☐	☐		☐	☐	☐
2.5	Connects content knowledge to real-world applications.	☐	☐	☐		☐	☐	☐
2.6	Plans lessons and develops instructional material that reflects knowledge of current constructs and principles of the discipline(s) being taught.	☐	☐	☐		☐	☐	☐
2.7	Analyzes sources of factual information for accuracy.	☐	☐	☐		☐	☐	☐
2.8	Presents content in a manner that reflects sensitivity to a multicultural and global perspective.	☐	☐	☐		☐	☐	☐
2.9	Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 3: Designs/Plans Instruction

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Meets**	**Growth Needed**	**Does Not Meet**		**Meets**	**Growth Needed**	**Does Not Meet**
3.1	Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	☐	☐	☐		☐	☐	☐
3.2	Develops instruction that requires students to apply knowledge, skills, and thinking processes.	☐	☐	☐		☐	☐	☐
3.3	Integrates skills, thinking processes, and content across disciplines.	☐	☐	☐		☐	☐	☐

3.4	Creates and uses learning experiences that challenge, motivate and actively involve the learner.	☐	☐	☐		☐	☐	☐
3.5	Creates and uses learning experiences that are developmentally appropriate for learners.	☐	☐	☐		☐	☐	☐
3.6	Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.	☐	☐	☐		☐	☐	☐
3.7	Arranges the physical classroom to support the types of teaching and learning that are to occur.	☐	☐	☐		☐	☐	☐
3.8	Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment etc.) to improve student learning	☐	☐	☐		☐	☐	☐
3.9	Develops and implements appropriate assessment processes.	☐	☐	☐		☐	☐	☐
3.10	Secures and uses a variety of appropriate school and community resources to support learning.	☐	☐	☐		☐	☐	☐
3.11	Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.	☐	☐	☐		☐	☐	☐
3.12	Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 4: Creates/Maintains Learning Climate

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
4.1	Communicates with and challenges students in a supportive manner and provides students with constructive feedback.	☐	☐	☐		☐	☐	☐
4.2	Maintains positive classroom interaction by establishing appropriate expectations during group activities.	☐	☐	☐		☐	☐	☐
4.3	Shows consistent sensitivity to individuals and responds to student objectively.	☐	☐	☐		☐	☐	☐
4.4	Shows flexibility and creativity in the development of classroom processes and instructional procedures.	☐	☐	☐		☐	☐	☐
4.5	Locates and organizes materials and equipment to create an enriched	☐	☐	☐		☐	☐	☐

	multimedia environment.							
4.6	Encourages and supports individual and group inquiry.	☐	☐	☐		☐	☐	☐
4.7	Uses a variety of classroom management techniques that foster individual responsibility and cooperation.	☐	☐	☐		☐	☐	☐
4.8	Analyzes and changes the classroom to accommodate a variety of instructional strategies.	☐	☐	☐		☐	☐	☐
4.9	Works with colleagues to develop an effective learning climate within the school.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 5: Implements/Manages Instruction

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
5.1	Communicates specific goals and high expectations for learning.	☐	☐	☐		☐	☐	☐
5.2	Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.	☐	☐	☐		☐	☐	☐
5.3	Models/demonstrates the skills concepts, attributes, and/or thinking processes to be learned.	☐	☐	☐		☐	☐	☐
5.4	Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	☐	☐	☐		☐	☐	☐
5.5	Provides opportunities for students to increase their knowledge of cultural similarities and differences.	☐	☐	☐		☐	☐	☐
5.6	Stimulates students to reflect on their own ideas and those of others.	☐	☐	☐		☐	☐	☐
5.7	Uses appropriate questioning strategies to help students solve problems and think critically.	☐	☐	☐		☐	☐	☐
5.8	Manages student examination of social issues relative to course content; possible responses, and associated consequences.	☐	☐	☐		☐	☐	☐
5.9	Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.	☐	☐	☐		☐	☐	☐
5.10	Presents differing viewpoints when	☐	☐	☐		☐	☐	☐

	integrating knowledge and experiences cross disciplines.							
5.11	Makes effective use of media and technologies.	☐	☐	☐		☐	☐	☐
5.12	Makes efficient use of physical and human resources and time.	☐	☐	☐		☐	☐	☐
5.13	Provides opportunities for students to use and practice what is learned.	☐	☐	☐		☐	☐	☐
5.14	Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 6: Assesses and Communicates Learning Results

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
6.1	Selects and uses appropriate assessments.	☐	☐	☐		☐	☐	☐
6.2	Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.	☐	☐	☐		☐	☐	☐
6.3	Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.	☐	☐	☐		☐	☐	☐
6.4	Provides opportunities for students to assess and improve their performance based on prior assessment results.	☐	☐	☐		☐	☐	☐
6.5	Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.	☐	☐	☐		☐	☐	☐
6.6	Communicates expectations, criteria for assessment student progress, and student strengths and weaknesses to parents and students.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 7: Reflects/Evaluates Teaching/Learning

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
7.1	Assesses and analyzes the effectiveness of instruction.	☐	☐	☐		☐	☐	☐

7.2	Makes appropriate changers to instruction based upon feedback, reflection, and assessment results.	☐	☐	☐		☐	☐	☐
7.3	Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 8: Collaborates with Colleagues/Parents/Others

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
8.1	Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.	☐	☐	☐		☐	☐	☐
8.2	Discusses with parents, students and others the purpose and scope of the collaborative effort.	☐	☐	☐		☐	☐	☐
8.3	Articulates expectations for each collaborative event, e.g., timelines and responsibilities.	☐	☐	☐		☐	☐	☐
8.4	Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.	☐	☐	☐		☐	☐	☐
8.5	Secures and makes use of school and community resources that present differing viewpoints.	☐	☐	☐		☐	☐	☐
8.6	Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.	☐	☐	☐		☐	☐	☐
8.7	Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.	☐	☐	☐		☐	☐	☐
8.8	Analyzes previous collaborative experiences to improve future experiences.	☐	☐	☐		☐	☐	☐
8.9	Assesses students' needs and collaborates with school services and community agencies to meet those needs.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 9: Engages in Professional Development

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
9.1	Establishes priorities for professional growth.	☐	☐	☐		☐	☐	☐
9.2	Analyzes student performance to help identify professional development needs.	☐	☐	☐		☐	☐	☐
9.3	Solicits input from others in the creation of individual professional development plans.	☐	☐	☐		☐	☐	☐
9.4	Applies to instruction the knowledge, skills, and processes acquired through professional development.	☐	☐	☐		☐	☐	☐
9.5	Modifies own professional development plan to improve instructional performance and to promote student learning.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 10: Demonstrates Implementation of Technology

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
10.1	Operates a multimedia computer and peripherals to install and uses a variety of software.	☐	☐	☐		☐	☐	☐
10.2	Uses terminology related to computers and technology appropriately in written and verbal communication.	☐	☐	☐		☐	☐	☐
10.3	Demonstrates knowledge of the use of technology in business, industry, and society.	☐	☐	☐		☐	☐	☐
10.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installation	☐	☐	☐		☐	☐	☐
10.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.	☐	☐	☐		☐	☐	☐
10.6	Uses the computer to do word processing, create databases and spreadsheets access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	☐	☐	☐		☐	☐	☐
10.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.	☐	☐	☐		☐	☐	☐
10.8	Requests and uses appropriate assistive and adaptive devices for students with special	☐	☐	☐		☐	☐	☐

	needs.							
10.9	Designs lessons that use technology to address diverse student needs and learning styles.	☐	☐	☐		☐	☐	☐
10.10	Practices equitable and legal use of computers and technology in professional activities.	☐	☐	☐		☐	☐	☐
10.11	Facilitates the lifelong learning of self and others through the use of technology.	☐	☐	☐		☐	☐	☐
10.12	Explores, uses, and evaluates technology resources: software, applications, and related documentation.	☐	☐	☐		☐	☐	☐
10.13	Applies research-based instructional practices that use computers and other technology.	☐	☐	☐		☐	☐	☐
10.14	Uses computers and other technology for individual, small group, and large group learning activities.	☐	☐	☐		☐	☐	☐
10.15	Uses technology to support multiple assessments of student learning.	☐	☐	☐		☐	☐	☐
10.16	Instructs and supervises students in the ethical and legal used of technology.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

Comments (Evaluatee)

Evaulatee: ☐ I agree with this evaluation. **☐ I disagree with this evaluation.**

Evaluatee Signature: **Date:** **School Year: Drop Down**

Evaluator Signature: **Date:**

Appendix E
Form I
Form 1
Tenured _____
Non-Tenured _____

Anderson County Schools
FORMATIVE EVALUATION FOR SPECIAL EDUCATION TEACHERS
(This summarizes all of the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee: Grade/Content Area:

Evaluator: Position:

School: School Name Date:

Special Education Teacher Standards **RATINGS**

	Met	Growth Needed	Does Not Meet
1. Instructional Process	☐	☐	☐
2. Classroom Management	☐	☐	☐
3. Interpersonal Relationships	☐	☐	☐
4. Professional Responsibilities	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐

Teacher Standards **RATINGS**

	Met	Growth Needed	Does Not Meet
1. Demonstrates Professional Leadership	☐	☐	☐
2. Demonstrates Knowledge of Content	☐	☐	☐
3. Designs/Plans Instruction	☐	☐	☐
4. Creates/Maintains Learning Climate	☐	☐	☐
5. Implements/Manages Instruction	☐	☐	☐
6. Assesses and Communicates Learning Results	☐	☐	☐
7. Reflects/Evaluates Teaching/Learning	☐	☐	☐
8. Collaborates with Colleagues/ Parents/Others	☐	☐	☐
9. Engages in Professional Development	☐	☐	☐
10. Demonstrates Implementation of Technology	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐

Evaluatee's Comments:

Evaluator's Comments:

Information below is to be signed after all information above has been completed and discussed.

Evaluatee: ☐ I agree with this summative evaluation. Signature:
☐ I disagree with this summative evaluation. Date:

Opportunities for appeal processes at both the local and state levels are a part of Anderson County's evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

Employment Recommendation to Central Office: ☐ Recommends for re-employment
Principal Signature: ☐ Does not recommend for re-employment

Appendix E
Form J
Form 2
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE EVALUATION FOR SPECIAL EDUCATION TEACHERS
(This summarizes all of the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee: Grade/Content Area:

Evaluator: Position:

School: School Name Date:

Special Education Teacher Standards **RATINGS**

	Met	Growth Needed	Does Not Meet
1. Instructional Process	☐	☐	☐
2. Classroom Management	☐	☐	☐
3. Interpersonal Relationships	☐	☐	☐
4. Professional Responsibilities	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐

Teacher Standards **RATINGS**

	Met	Growth Needed	Does Not Meet
1. Demonstrates Professional Leadership	☐	☐	☐
2. Demonstrates Knowledge of Content	☐	☐	☐
3. Designs/Plans Instruction	☐	☐	☐
4. Creates/Maintains Learning Climate	☐	☐	☐
5. Implements/Manages Instruction	☐	☐	☐
6. Assesses and Communicates Learning Results	☐	☐	☐
7. Reflects/Evaluates Teaching/Learning	☐	☐	☐
8. Collaborates with Colleagues/ Parents/Others	☐	☐	☐
9. Engages in Professional Development	☐	☐	☐
10. Demonstrates Implementation of Technology	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐

Evaluatee's Comments:

Evaluator's Comments:

Information below is to be signed after all information above has been completed and discussed.

Evaluatee: ☐ I agree with this summative evaluation. Signature:
☐ I disagree with this summative evaluation. Date:

Opportunities for appeal processes at both the local and state levels are a part of Anderson County's evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

Employment Recommendation to Central Office: ☐ Recommends for re-employment
Principal Signature: ☐ Does not recommend for re-employment

Appendix E
Form K
Form 3
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE CONFERENCE FORM
FOR SPECIAL EDUCATION TEACHERS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee: Grade/Content Area:

Evaluator: Position:

School: School Name Date*:*

Special Education Teacher Standards
STANDARD 1: Instructional Process

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
1.1	Implements specially designed instruction according to I.E.P.	☐	☐	☐		☐	☐	☐
1.2	Correlates I.E.P. objectives with lesson plans.	☐	☐	☐		☐	☐	☐
1.3	Uses a variety of specially designed instructional materials, e.g. taped texts, highlighted materials, computer word processors, calculators, assistive technology devices etc.	☐	☐	☐		☐	☐	☐
1.4	Modifies instruction for students according to I.E.P..	☐	☐	☐		☐	☐	☐
1.5	Uses a variety of modifications in lessons prepared for the regular classroom, e.g. shortened assignments, oral tests, group projects, modified grading scale, extended time, etc..	☐	☐	☐		☐	☐	☐
1.6	Prepares modified materials that are aligned with daily lesson plans.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 2: Classroom Management

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
2.1	Designs and implements behavior management plans according to I.E.P..	☐	☐	☐		☐	☐	☐
2.2	Uses a variety of techniques to influence the classroom environment, e.g. preferential seating, study carrels, time-out areas, etc..	☐	☐	☐		☐	☐	☐
2.3	Develops behavior contingency plans for individual students, e.g. contracts, point systems, phase systems, charts, progress reports, parent communications, etc..	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 3: Interpersonal Relationships

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
3.1	Serves as a consultant/resource to regular education teachers.	☐	☐	☐		☐	☐	☐
3.2	Provides appropriate information on special needs students to other school personnel, e.g. strengths/weaknesses, preferred modalities, needed environmental modifications, I.E.P. goals, health/school history, etc..	☐	☐	☐		☐	☐	☐
3.3	Keeps school personnel updated on eligibility requirements for special education placement when requested.	☐	☐	☐		☐	☐	☐
3.4	Consults with teachers, regarding pre-referral collaboration techniques for at-risk students in the regular classroom.	☐	☐	☐		☐	☐	☐
3.5	Consults with regular classroom teachers about instructional and behavioral modifications for special education students.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 4: Professional Responsibilities

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not**		**Met**	**Growth Needed**	**Does Not**

				Meet				Meet
4.1	Develops I.E.P. objectives which correspond with present levels of student performance and allow for continuous student progress.	☐	☐	☐		☐	☐	☐
4.2	Monitors objectives.	☐	☐	☐		☐	☐	☐
4.3	Works with other teachers to monitor I.E.P. objectives addressed in the regular classroom using monitoring notebooks, charts, etc..	☐	☐	☐		☐	☐	☐
4.4	Reports status of current I.E.P. objectives, i.e. met, not met, continued.	☐	☐	☐		☐	☐	☐
4.5	Plans and prepares for Admissions and Release Committee (A.R.C.) meetings.	☐	☐	☐		☐	☐	☐
4.6	Consults with other teachers on student progress.	☐	☐	☐		☐	☐	☐
4.7	Communicates positive attributes of students as well as needs.	☐	☐	☐		☐	☐	☐
4.8	Completes required due process paperwork efficiently and correctly.	☐	☐	☐		☐	☐	☐
4.9	Complies with district timelines.	☐	☐	☐		☐	☐	☐
4.10	Assists with meeting pre-referral and referral timelines, e.g. attends pre-referral meetings when asked, provides suggestions for classroom interventions and baseline, data, helps collect data, etc..	☐	☐	☐		☐	☐	☐
4.11	Assists with evaluations.	☐	☐	☐		☐	☐	☐
4.12	Demonstrates knowledge of due process procedures.	☐	☐	☐		☐	☐	☐
4.13	Follows district due process, procedures, and guidelines.	☐	☐	☐		☐	☐	☐
4.14	Participates in professional development training focusing on special needs students.	☐	☐	☐		☐	☐	☐
4.15	Participates in school-wide professional development.	☐	☐	☐		☐	☐	☐
4.16	Observes confidentiality in the school and community.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

Teacher Standards
STANDARD 1: Demonstrates Professional Leadership

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
1.1	Builds positive relationships within and between school and community.	☐	☐	☐		☐	☐	☐
1.2	Promotes leadership potential in colleagues.	☐	☐	☐		☐	☐	☐

1.3	Participates in professional organizations and activities.							
1.4	Writes and speaks effectively.	☐	☐	☐		☐	☐	☐
1.5	Contributes to the profession knowledge and expertise about teaching and learning.	☐	☐	☐		☐	☐	☐
1.6	Guides the development of curriculum and instructional materials.	☐	☐	☐		☐	☐	☐
1.7	Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	☐	☐	☐		☐	☐	☐
1.8	Initiates and develops educational projects and programs.							
1.9	Practices effective listening, conflict resolution and group-facilitation skills as a team member.	☐	☐	☐		☐	☐	☐
1.10	Demonstrates punctuality and good attendance for all duties.	☐	☐	☐		☐	☐	☐
1.11	Adheres to school board policies and administrative procedures.	☐	☐	☐		☐	☐	☐
1.12	Adheres to the state professional Code of Ethics.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 2: Demonstrates Knowledge of Content

		Teacher Self Evaluation				**Evaluator**		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
2.1	Communicates a breadth of content knowledge across the discipline(s) to be taught.	☐	☐	☐		☐	☐	☐
2.2	Communicates a current knowledge of discipline(s) to be taught	☐	☐	☐		☐	☐	☐
2.3	Demonstrates a general knowledge that allows for integration of ideas and information across disciplines.	☐	☐	☐		☐	☐	☐
2.4	Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	☐	☐	☐		☐	☐	☐
2.5	Connects content knowledge to real-world applications.	☐	☐	☐		☐	☐	☐
2.6	Plans lessons and develops instructional material that reflects knowledge of current constructs and principles of the discipline(s) being taught.	☐	☐	☐		☐	☐	☐
2.7	Analyzes sources of factual information for accuracy.	☐	☐	☐		☐	☐	☐

2.8	Presents content in a manner that reflects sensitivity to a multicultural and global perspective.	☐	☐	☐		☐	☐	☐
2.9	Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 3: Designs/Plans Instruction

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
3.1	Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	☐	☐	☐		☐	☐	☐
3.2	Develops instruction that requires students to apply knowledge, skills, and thinking processes.	☐	☐	☐		☐	☐	☐
3.3	Integrates skills, thinking processes, and content across disciplines.	☐	☐	☐		☐	☐	☐
3.4	Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.	☐	☐	☐		☐	☐	☐
3.5	Creates and uses learning experiences that are developmentally appropriate for learners.	☐	☐	☐		☐	☐	☐
3.6	Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.	☐	☐	☐		☐	☐	☐
3.7	Arranges the physical classroom to support the types of teaching and learning that are to occur.	☐	☐	☐		☐	☐	☐
3.8	Includes creative and appropriate use of technologies (e.g., - audiovisual equipment, computers, lab equipment, etc.) to improve student learning.	☐	☐	☐		☐	☐	☐
3.9	Develops and implements appropriate assessment processes.	☐	☐	☐		☐	☐	☐
3.9	Secures and uses a variety of appropriate school and community resources to support learning.	☐	☐	☐		☐	☐	☐
3.10	Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.	☐	☐	☐		☐	☐	☐
3.11	Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 4: Creates/Maintains Learning Climate

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
4.1	Communicates with and challenges students in a supportive manner and provides students with constructive feedback.	☐	☐	☐		☐	☐	☐
4.2	Maintains positive classroom interaction by establishing appropriate expectations during group activities.	☐	☐	☐		☐	☐	☐
4.3	Shows consistent sensitivity to individuals and responds to student objectively.	☐	☐	☐		☐	☐	☐
4.4	Shows flexibility and creativity in the development of classroom processes and instructional procedures.	☐	☐	☐		☐	☐	☐
4.5	Locates and organizes materials and equipment to create an enriched multimedia environment.	☐	☐	☐		☐	☐	☐
4.6	Encourages and supports individual and group inquiry.	☐	☐	☐		☐	☐	☐
4.7	Uses a variety of classroom management techniques that foster individual responsibility and cooperation.	☐	☐	☐		☐	☐	☐
4.8	Analyzes and changes the classroom to accommodate a variety of instructional strategies.	☐	☐	☐		☐	☐	☐
4.9	Works with colleagues to develop an effective learning climate within the school.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 5: Implements/Manages Instruction

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
5.1	Communicates specific goals and high expectations for learning.	☐	☐	☐		☐	☐	☐
5.2	Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future	☐	☐	☐		☐	☐	☐

	roles.							
5.3	Models/demonstrates the skills concepts, attributes, and/or thinking processes to be learned.	☐	☐	☐		☐	☐	☐
5.4	Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	☐	☐	☐		☐	☐	☐
5.5	Provides opportunities for students to increase their knowledge of cultural similarities and differences.	☐	☐	☐		☐	☐	☐
5.6	Stimulates students to reflect on their own ideas and those of others.	☐	☐	☐		☐	☐	☐
5.7	Uses appropriate questioning strategies to help students solve problems and think critically.	☐	☐	☐		☐	☐	☐
5.8	Manages student examination of social issues relative to course content; possible responses, and associated consequences.	☐	☐	☐		☐	☐	☐
5.9	Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.	☐	☐	☐		☐	☐	☐
5.10	Presents differing viewpoints when integrating knowledge and experiences cross disciplines.	☐	☐	☐		☐	☐	☐
5.11	Makes effective use of media and technologies.	☐	☐	☐		☐	☐	☐
5.12	Makes efficient use of physical and human resources and time.	☐	☐	☐		☐	☐	☐
5.13	Provides opportunities for students to use and practice what is learned.	☐	☐	☐		☐	☐	☐
5.14	Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 6: Assesses and Communicates Learning Results

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
6.1	Selects and uses appropriate assessments.	☐	☐	☐		☐	☐	☐
6.2	Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.	☐	☐	☐		☐	☐	☐

6.3	Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.	☐	☐	☐		☐	☐	☐
6.4	Provides opportunities for students to assess and improve their performance based on prior assessment results.	☐	☐	☐		☐	☐	☐
6.5	Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.	☐	☐	☐		☐	☐	☐
6.6	Communicates expectations, criteria for assessment student progress, and student strengths and weaknesses to parents and students.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 7: Reflects/Evaluates Teaching/Learning

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
7.1	Assesses and analyzes the effectiveness of instruction.	☐	☐	☐		☐	☐	☐
7.2	Makes appropriate changers to instruction based upon feedback, reflection, and assessment results.	☐	☐	☐		☐	☐	☐
7.3	Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 8: Collaborates with Colleagues/Parents/Others

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
8.1	Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.	☐	☐	☐		☐	☐	☐
8.2	Discusses with parents, students and others the purpose and scope of the collaborative effort.	☐	☐	☐		☐	☐	☐
8.3	Articulates expectations for each collaborative event, e.g., timelines and responsibilities.	☐	☐	☐		☐	☐	☐
8.4	Demonstrates productive leadership and team membership skills that facilitate	☐	☐	☐		☐	☐	☐

	the development of mutually beneficial goals, e.g., issue and conflict resolution.							
8.5	Secures and makes use of school and community resources that present differing viewpoints.	☐	☐	☐		☐	☐	☐
8.6	Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.	☐	☐	☐		☐	☐	☐
8.7	Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.	☐	☐	☐		☐	☐	☐
8.8	Analyzes previous collaborative experiences to improve future experiences.	☐	☐	☐		☐	☐	☐
8.9	Assesses students' needs and collaborates with school services and community agencies to meet those needs.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 9: Engages in Professional Development

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
9.1	Establishes priorities for professional growth.	☐	☐	☐		☐	☐	☐
9.2	Analyzes student performance to help identify professional development needs.	☐	☐	☐		☐	☐	☐
9.3	Solicits input from others in the creation of individual professional development plans.	☐	☐	☐		☐	☐	☐
9.4	Applies to instruction the knowledge, skills, and processes acquired through professional development.	☐	☐	☐		☐	☐	☐
9.5	Modifies own professional development plan to improve instructional performance and to promote student learning.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 10: Demonstrates Implementation of Technology

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
10.1	Operates a multimedia computer and peripherals to install and uses a variety of	☐	☐	☐		☐	☐	☐

	software.							
10.2	Uses terminology related to computers and technology appropriately in written and verbal communication.	☐	☐	☐		☐	☐	☐
10.3	Demonstrates knowledge of the use of technology in business, industry, and society.	☐	☐	☐		☐	☐	☐
10.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	☐	☐	☐		☐	☐	☐
10.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.	☐	☐	☐		☐	☐	☐
10.6	Uses the computer to do word processing, create databases and spreadsheets access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	☐	☐	☐		☐	☐	☐
10.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.	☐	☐	☐		☐	☐	☐
10.8	Requests and uses appropriate assistive and adaptive devices for students with special needs.	☐	☐	☐		☐	☐	☐
10.9	Designs lessons that use technology to address diverse student needs and learning styles.	☐	☐	☐		☐	☐	☐
10.10	Practices equitable and legal use of computers and technology in professional activities.	☐	☐	☐		☐	☐	☐
10.11	Facilitates the lifelong learning of self and others through the use of technology.	☐	☐	☐		☐	☐	☐
10.12	Explores, uses, and evaluates technology resources: software, applications, and related documentation.	☐	☐	☐		☐	☐	☐
10.13	Applies research-based instructional practices that use computers and other technology.	☐	☐	☐		☐	☐	☐
10.14	Uses computers and other technology for individual, small group, and large group learning activities.	☐	☐	☐		☐	☐	☐
10.15	Uses technology to support multiple assessments of student learning.	☐	☐	☐		☐	☐	☐
10.16	Instructs and supervises students in the ethical and legal used of technology.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

Comments (Evaluatee)

Evaulatee: Agree: ☐ **Disagree**☐

Evaluatee Signature: **Date:** **School Year: Drop Down**
Evaluator Signature: **Date:**

Appendix E
Form L
Form 1
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE EVALUATION FOR
LIBRARIANS & MEDIA SPECIALISTS

(This summarizes all of the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee: Grade/Content Area:

Evaluator: Position:

School: School Name Date:

Teacher Standards **RATINGS**

	Met	Growth Needed	Does Not Meet
1. Demonstrates proficiency in the management and administration of the library media center.	☐	☐	☐
2. Provides exemplary resources through collection development.	☐	☐	☐
3. Provides effective library media services.	☐	☐	☐
4. Enables students to become effective information users.	☐	☐	☐
5. Assumes responsibility for professional growth practices.	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐

Evaluatee's Comments:

Evaluator's Comments:

Information below is to be signed after all information above has been completed and discussed.

Evaluatee: ☐ I agree with this summative evaluation. Signature:
☐ I disagree with this summative evaluation. Date:

Opportunities for appeal processes at both the local and state levels are a part of Anderson County's evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

Employment Recommendation to Central Office: ☐ Recommends for re-employment
Principal Signature: ☐ Does not recommend for re-employment

Appendix E
Form M
Form 2
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE CONFERENCE FORM
FOR LIBRARY & MEDIA SPECIALIST
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/Observee: Position:

Evaluator/Observer: Date of Conference: School: Enter School

STANDARD 1: Management and Administration of the Library/Media Center

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
1.1	Plans long-range goals of the library media center program with faculty, administration and students.	☐	☐	☐		☐	☐	☐
1.2	Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.	☐	☐	☐		☐	☐	☐
1.3	Administers the budget according to the goals and objectives of the program.	☐	☐	☐		☐	☐	☐
1.4	Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.	☐	☐	☐		☐	☐	☐
1.5	Develops library media center policies, eg. Materials selection, collection development, circulation, challenged materials, copyright and technology.	☐	☐	☐		☐	☐	☐
1.6	Administers a library media program that utilizes flexible access.	☐	☐	☐		☐	☐	☐
1.7	Develops plans for maintaining a tech current facility and program.	☐	☐	☐		☐	☐	☐
1.8	Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AARC2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress MARC	☐	☐	☐		☐	☐	☐

	format.							
1.9	Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.	☐	☐	☐		☐	☐	☐
1.10	Evaluates programs, services, facilities, and materials informally and formally on a continuous basis- identifying strengths and weaknesses.	☐	☐	☐		☐	☐	☐
1.11	Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.	☐	☐	☐		☐	☐	☐
1.12	Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.	☐	☐	☐		☐	☐	☐
1.13	Is responsible for the proper use of the facility, materials and equipment.	☐	☐	☐		☐	☐	☐
1.14	May plan and/or participate in special projects or proposals, e.g. book fairs.	☐	☐	☐		☐	☐	☐
1.15	Trains and supervises library media center clerical staff, volunteers, and student helpers.	☐	☐	☐		☐	☐	☐
1.16	Maintains positive student interaction through a variety of instructional strategies.	☐	☐	☐		☐	☐	☐
1.17	Presents content in a manner that reflects sensitivity to a diverse population.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 2: Provides Exemplary Resources through Collection Development

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
2.1	Follows the district approved selection policy, which includes a procedure for the reconsideration of materials.	☐	☐	☐		☐	☐	☐
2.2	Possesses board knowledge of the school curriculum and plans with teachers and administrators for development of collection of materials to support the curriculum.	☐	☐	☐		☐	☐	☐
2.3	Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.	☐	☐	☐		☐	☐	☐
2.4	Maintains a professional collection.	☐	☐	☐		☐	☐	☐
2.5	Demonstrates competency in selection, acquisition, circulation, and	☐	☐	☐		☐	☐	☐

	maintenance of materials, technology, and equipment, which support the school's curriculum and educational philosophy.							
2.6	Keeps a card or automated catalog current.	☐	☐	☐		☐	☐	☐
2.7	Maintains statistical records needed to verify collection of the library.	☐	☐	☐		☐	☐	☐
2.8	Makes general repairs, weeds collection and take annual inventory as directed in board policy.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 3: Provides Effective Library Media Services

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
3.1	Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.	☐	☐	☐		☐	☐	☐
3.2	Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.	☐	☐	☐		☐	☐	☐
3.3	Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.	☐	☐	☐		☐	☐	☐
3.4	Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.	☐	☐	☐		☐	☐	☐
3.5	Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.	☐	☐	☐		☐	☐	☐
3.6	Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprinting materials.	☐	☐	☐		☐	☐	☐
3.7	Assists faculty in the selection of materials to supplement classroom instruction.	☐	☐	☐		☐	☐	☐
3.8	Establishes positive rapport with staff and students.	☐	☐	☐		☐	☐	☐
3.9	Makes the library media center and its resources accessible to students and faculty.	☐	☐	☐		☐	☐	☐

3.10	Provides orientation for new faculty and students.	☐	☐	☐		☐	☐	☐
3.11	Maintains effective communication with staff and students, e.g. informs faculty and students of new acquisitions and services.	☐	☐	☐		☐	☐	☐
3.12	Facilitates the circulation of materials among schools in the district or with other agencies.	☐	☐	☐		☐	☐	☐
3.13	Is available as a personal resource for all students and faculty.	☐	☐	☐		☐	☐	☐
3.14	Provides the resources and promotes recreational reading for school.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 4: Enables Students to become Effective Information Users

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
4.1	Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.	☐	☐	☐		☐	☐	☐
4.2	Informally evaluates individual and group needs and provides appropriate learning experiences.	☐	☐	☐		☐	☐	☐
4.3	Cerates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.	☐	☐	☐		☐	☐	☐
4.4	Provides for independent and cooperative group learning.	☐	☐	☐		☐	☐	☐
4.5	Guides students in the selection of appropriate resources.	☐	☐	☐		☐	☐	☐
4.6	Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.	☐	☐	☐		☐	☐	☐
4.7	Promote appreciation of various forms of literature emphasizing the highest quality.	☐	☐	☐		☐	☐	☐
4.8	Encourage students to develop lifelong, reading, listening, viewing and critical thinking skills, and to become skilled in all modes of communication.	☐	☐	☐		☐	☐	☐
4.9	Incorporates the use of technology in accessing information.	☐	☐	☐		☐	☐	☐
4.10	Assists students in the use of multi-	☐	☐	☐		☐	☐	☐

	media for completed projects.							
4.11	Uses a variety of classroom management techniques that foster individual responsibility and cooperation.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 5: Assumes Responsibility for Professional Growth Practices

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
5.1	Follows the school's policies and procedures.	☐	☐	☐		☐	☐	☐
5.2	Promotes compliance with copyright laws.	☐	☐	☐		☐	☐	☐
5.3	Handle concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.	☐	☐	☐		☐	☐	☐
5.4	Attends local professional growth activities and meetings.	☐	☐	☐		☐	☐	☐
5.5	Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences and other activities related to the field.	☐	☐	☐		☐	☐	☐
5.6	Demonstrates punctuality and good attendance for all duties.	☐	☐	☐		☐	☐	☐
5.7	Adheres to the state professional code of ethics.	☐	☐	☐		☐	☐	☐
5.8	Adheres to school board policies and administrative procedures.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 6: Demonstrates Implementation of Technology

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
6.1	Operates a multimedia computer and peripherals to install and use a variety of software.	☐	☐	☐		☐	☐	☐
6.2	Uses terminology related to computers and technology appropriately in written and verbal communication.	☐	☐	☐		☐	☐	☐
6.3	Demonstrates knowledge of the use of technology in business, industry, and society.	☐	☐	☐		☐	☐	☐

6.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installation.	☐	☐	☐		☐	☐	☐
6.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.	☐	☐	☐		☐	☐	☐
6.6	Uses the computer to do word processing, create databases and spreadsheets access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	☐	☐	☐		☐	☐	☐
6.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.	☐	☐	☐		☐	☐	☐
6.8	Requests and uses appropriate assistive and adaptive devices for students with special needs.	☐	☐	☐		☐	☐	☐
6.9	Designs lessons that use technology to address diverse student needs and learning styles.	☐	☐	☐		☐	☐	☐
6.10	Practices equitable and legal use of computers and technology in professional activities.	☐	☐	☐		☐	☐	☐
6.11	Facilitates the lifelong learning of self and others through the use of technology.	☐	☐	☐		☐	☐	☐
6.12	Explores, uses, and evaluates technology resources: software, applications, and related documentation.	☐	☐	☐		☐	☐	☐
6.13	Applies research-based instructional practices that use computers and other technology.	☐	☐	☐		☐	☐	☐
6.14	Uses computers and other technology for individual, small group, and large group learning activities.	☐	☐	☐		☐	☐	☐
6.15	Uses technology to support multiple assessments of student learning.	☐	☐	☐		☐	☐	☐
6.16	Instructs and supervises students in the ethical and legal used of technology.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

Evaulatee: ☐ I agree with this evaluation. **☐ I disagree with this evaluation.**

Evaluatee Signature: **Date:** **School Year: Drop Down**

Evaluator Signature: **Date:**

Appendix E
Form N
Form1
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGISTS
(This summarizes all of the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee: Grade/Content Area:

Evaluator: Position:

School: School Name Date:

Teacher Standards **RATINGS**

	Met	Growth Needed	Does Not Meet
1. School Psychological Services Program	☐	☐	☐
2. Management	☐	☐	☐
3. Interpersonal Relationships	☐	☐	☐
4. Professional Responsibilities	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐

Evaluatee's Comments:

Evaluator's Comments:

Information below is to be signed after all information above has been completed and discussed.

Evaluatee: ☐ I agree with this summative evaluation. Signature:
☐ I disagree with this summative evaluation. Date:

Opportunities for appeal processes at both the local and state levels are a part of Anderson County's evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

Employment Recommendation to Central Office: ☐ Recommends for re-employment
Principal Signature: ☐ Does not recommend for re-employment

Appendix E
Form O
Form 2
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE CONFERENCE FORM
FOR SCHOOL PSYCHOLOGISTS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee: Grade/Content Area:

Evaluator: Position:

School: School Name Date:

School Psychologist – Standard 1

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
1.1	Demonstrates knowledge of child development in physical, intellectual, emotional, academic, and social domains.	☐	☐	☐		☐	☐	☐
1.2	Serves as a resource person to the system in the areas of child development, program evaluation and planning, assessment, and the intellectual, educational, and emotional needs of children.	☐	☐	☐		☐	☐	☐
1.3	Consults with teachers, parents, administrators, and community agencies in response to the psycho-educational needs of children.	☐	☐	☐		☐	☐	☐
1.4	Assist in the development of effective intervention for children experiencing difficulties.	☐	☐	☐		☐	☐	☐
1.5	Assists in the identification of special populations such as gifted and talented and at-risk students.	☐	☐	☐		☐	☐	☐
1.6	Assists in the development of prevention activities which promote mental health and	☐	☐	☐		☐	☐	☐

	academic success for students.							
1.7	Assists in the development and implementation of professional development activities for certified and classified staff.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 2: Management

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
2.1	Coordinates evaluations with school level staff.	☐	☐	☐		☐	☐	☐
2.2	Conducts individual intellectual evaluations in response to referrals from educational staff, parents, or community agencies.	☐	☐	☐		☐	☐	☐
2.3	Follows district timelines for evaluations.	☐	☐	☐		☐	☐	☐
2.4	Participates in ARC meetings.	☐	☐	☐		☐	☐	☐
2.5	Selects and manages assessment materials.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 3: Interpersonal Relationships

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
3.1	Demonstrates positive interpersonal relationships with students.	☐	☐	☐		☐	☐	☐
3.2	Demonstrates positive interpersonal relationships with educational staff.	☐	☐	☐		☐	☐	☐
3.3	Demonstrates positive interpersonal relationships with parents.	☐	☐	☐		☐	☐	☐
3.4	Demonstrates positive interpersonal relationships with representatives of community agencies.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 4: Professional Responsibilities

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
4.1	Follows the ethical guidelines of professional school psychology in responding to pressures from various groups.	☐	☐	☐		☐	☐	☐
4.2	Applies professional skills in ways which promote the dignity and rights of students, parents, teachers, and the schools.	☐	☐	☐		☐	☐	☐
4.3	Attends meetings and professional growth activities.	☐	☐	☐		☐	☐	☐
4.4	Demonstrates a sense of professional responsibility.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

Evaulatee: ☐ I agree with this evaluation. **☐ I disagree with this evaluation.**

Evaluatee Signature: **Date:** **School Year: Drop Down**

Evaluator Signature: **Date:**

Appendix E
Form P
Form 1
Tenured _____
Non-Tenured _____

Anderson County
SUMMATIVE EVALUATION FOR GIFTED AND TALENTED COORDINATOR
(This summarizes all of the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee: Grade/Content Area:

Evaluator: Position:

School: School Name Date:

Standards **RATINGS**

	Met	Growth Needed	Does Not Meet
1. Instructional Leadership	☐	☐	☐
2. Program Management	☐	☐	☐
3. Interpersonal Relationships	☐	☐	☐
4. Professional Responsibilities	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐

Evaluatee's Comments:

Evaluator's Comments:

Information below is to be signed after all information above has been completed and discussed.

Evaluatee: ☐ I agree with this summative evaluation. Signature:
☐ I disagree with this summative evaluation. Date:

Opportunities for appeal processes at both the local and state levels are a part of Anderson County's evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

Employment Recommendation to Central Office: ☐ Recommends for re-employment
Principal Signature: ☐ Does not recommend for re-employment

Appendix E
Form Q
Form 2
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE CONFERENCE FORM
FOR GIFTED & TALENTED COORDINATORS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments.)

Evaluatee/Observee: Position:

Evaluator/Observer: Date of Conference: School: Enter School

STANDARD 1: Instructional Leadership

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
1.1	Provides direction for the school district's gifted program.	☐	☐	☐		☐	☐	☐
1.2	Provides for organization/management of instruction for gifted students.	☐	☐	☐		☐	☐	☐
1.3	Provides leadership for positive instructional/educational change related to services for gifted students.	☐	☐	☐		☐	☐	☐
1.4	Provides leadership for curriculum development related to needs of gifted students.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 2: Program Management

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
2.1	Demonstrates effective administrative skills.	☐	☐	☐		☐	☐	☐
2.2	Demonstrates effective communication skills.	☐	☐	☐		☐	☐	☐
2.3	Demonstrates effective problem-solving and decision-making skills.	☐	☐	☐		☐	☐	☐

2.4	Demonstrates effective organizational skills.	☐	☐	☐		☐	☐	☐
2.5	Provides for use and development of appropriate revenues.	☐	☐	☐		☐	☐	☐
2.6	Ensures compliance with statues, rules and regulations relating to instructional programs.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 3: Interpersonal Relationships

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
3.1	Demonstrates positive, professional relationships with district personnel.	☐	☐	☐		☐	☐	☐
3.2	Demonstrates positive relationships with patrons/community.	☐	☐	☐		☐	☐	☐
3.3	Demonstrates positive, interpersonal relationships with students and parents.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 4: Professional Responsibilities

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
4.1	Provides recommendations for development of instructional policies and procedures related to services for gifted students.	☐	☐	☐		☐	☐	☐
4.2	Demonstrates a sense of professional responsibility including punctuality.	☐	☐	☐		☐	☐	☐
4.3	Participates in professional growth activities.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

Evaulatee: ☐ I agree with this evaluation. ☐ I disagree with this evaluation.

Evaluatee Signature: Date: School Year: 2006-07

Evaluator Signature: Date:

Appendix E
Form R
Form 1
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE EVALUATION FOR PRESCHOOL COORDINATOR
(This summarizes all of the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee: Grade/Content Area:

Evaluator: Position:

School: School Name Date:

Standards **RATINGS**

	Met	Growth Needed	Does Not Meet
1. Instructional Leadership	☐	☐	☐
2. Program Management	☐	☐	☐
3. Interpersonal Relationships	☐	☐	☐
4. Professional Responsibilities	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐

Evaluatee's Comments:

Evaluator's Comments:

Information below is to be signed after all information above has been completed and discussed.

Evaluatee: ☐ I agree with this summative evaluation. Signature:
☐ I disagree with this summative evaluation. Date:

Opportunities for appeal processes at both the local and state levels are a part of Anderson County's evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

Employment Recommendation to Central Office: ☐ Recommends for re-employment
Principal Signature: ☐ Does not recommend for re-employment

Appendix E
Form S
Form 2
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE CONFERENCE FORM FOR PRESCHOOL COORDINATORS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments.)

STANDARD 1: Instructional Leadership

		Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
1.1	Provides direction for the school district's pre-school program.	☐	☐	☐		☐	☐	☐
1.2	Provides for organization/management of instruction for pre-school students.	☐	☐	☐		☐	☐	☐
1.3	Provides leadership for positive instructional/educational change related to services for pre-school students.	☐	☐	☐		☐	☐	☐
1.4	Provides leadership for curriculum development and the organization of personnel to implement the pre-school program.	☐	☐	☐		☐	☐	☐
1.5	Provides positive directions and leadership to administrative staff.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 2: Program Management

		Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
2.1	Demonstrates effective administrative skills.	☐	☐	☐		☐	☐	☐
2.2	Demonstrates effective communication skills.	☐	☐	☐		☐	☐	☐
2.3	Demonstrates effective problem-solving and decision-making skills.	☐	☐	☐		☐	☐	☐

2.4	Demonstrates effective organizational skills.	☐	☐	☐		☐	☐	☐
2.5	Provides for use and development of appropriate revenues.	☐	☐	☐		☐	☐	☐
2.6	Ensures compliance with statues, rules and regulations relating to instructional programs.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 3: Interpersonal Relationships

		Self Evaluation				**Evaluator**		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
3.1	Demonstrates positive, professional relationships with district personnel.	☐	☐	☐		☐	☐	☐
3.2	Demonstrates positive relationships with patrons/community.	☐	☐	☐		☐	☐	☐
3.3	Demonstrates positive, interpersonal relationships with students and parents.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 4: Professional Responsibilities

		Self Evaluation				**Evaluator**		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
4.1	Provides recommendations for development of instructional policies and procedures related to services for pre-school program.	☐	☐	☐		☐	☐	☐
4.2	Demonstrates a sense of professional responsibility.	☐	☐	☐		☐	☐	☐
4.3	Participates in professional growth activities.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

Comments (Evaluatee)

Evaulatee: ☐ I agree with this evaluation. ☐ I disagree with this evaluation.
Evaluatee Name: Date: School Year: 2006-07
Evaluator Name: Date:

Appendix E
Form T
Form 1
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE EVALUATION FOR GUIDANCE COUNSELORS
(This summarizes all of the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee: Grade/Content Area:

Evaluator: Position:

School: School Name Date:

Standards **RATINGS**

	Met	Growth Needed	Does Not Meet
1. Guidance and Counseling Program	☐	☐	☐
2.Guidance Program Management	☐	☐	☐
3. Interpersonal Relationships	☐	☐	☐
4. Professional Responsibilities	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐

Evaluatee's Comments:

Evaluator's Comments:

Information below is to be signed after all information above has been completed and discussed.

Evaluatee: ☐ I agree with this summative evaluation. Signature:
☐ I disagree with this summative evaluation. Date:

Opportunities for appeal processes at both the local and state levels are a part of Anderson County's evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

Employment Recommendation to Central Office: ☐ Recommends for re-employment
Principal Signature: ☐ Does not recommend for re-employment

Appendix E
Form U
Form 2
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE CONFERENCE FORM
FOR GUIDANCE COUNSELORS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/Observee: Position:

Evaluator/Observer: Date of Conference: School: Enter School

STANDARD 1: Guidance and Counseling Program

		Teacher Self Evaluation				**Evaluator**		
1.1	Creates a climate conducive to counseling.	☐	☐	☐		☐	☐	☐
1.2	Displays non-judgmental and accepting attitude.	☐	☐	☐		☐	☐	☐
1.3	Shows respect for others through active listening.	☐	☐	☐		☐	☐	☐
1.4	Maintains the confidentiality of student interviews.	☐	☐	☐		☐	☐	☐
1.5	Provides opportunities for students to explore problems and weigh alternatives in decision making.	☐	☐	☐		☐	☐	☐
1.6	Encourages students to set goals and assume responsibility for meeting them.	☐	☐	☐		☐	☐	☐
1.7	Employs a variety of effective guidance and counseling procedures.	☐	☐	☐		☐	☐	☐
1.8	Counsels with students individually.	☐	☐	☐		☐	☐	☐
1.9	Counsels with students in small groups.	☐	☐	☐		☐	☐	☐
1.10	Conducts class/large group sessions on appropriate topics.	☐	☐	☐		☐	☐	☐
1.11	Consults with parents and staff.	☐	☐	☐		☐	☐	☐
1.12	Provides in-service workshops for interested staff and parents.	☐	☐	☐		☐	☐	☐
1.13	Provides for individual differences effectively.	☐	☐	☐		☐	☐	☐
1.14	Responds positively to students' requests for help.	☐	☐	☐		☐	☐	☐

1.15	Provides developmental activities emphasizing positive mental health.	☐	☐	☐		☐	☐	☐
1.16	Communicates with students in a manner appropriate to age and level of understanding.	☐	☐	☐		☐	☐	☐
1.17	Uses and interprets cumulative data to assist students.	☐	☐	☐		☐	☐	☐
1.18	Assists in appropriate educational planning and placement with individual students.	☐	☐	☐		☐	☐	☐
1.19	Systematically contacts students who need assistance.	☐	☐	☐		☐	☐	☐
1.20	Displays competent knowledge of guidance and counseling.	☐	☐	☐		☐	☐	☐
1.21	Demonstrates knowledge of child/adolescent growth and development.	☐	☐	☐		☐	☐	☐
1.22	Selects and administers appropriate test instruments and uses results appropriately.	☐	☐	☐		☐	☐	☐
1.23	Displays knowledge of environmental factors and situations which affect students' behavior and development.	☐	☐	☐		☐	☐	☐
1.24	Selects and uses guidance materials appropriate for the abilities and interests of students.	☐	☐	☐		☐	☐	☐
1.25	Communicate knowledge of methods and techniques used to change student behaviors.	☐	☐	☐		☐	☐	☐
1.26	Demonstrates use of a variety of resources, including technology.	☐	☐	☐		☐	☐	☐
1.27	Uses guidance and counseling time effectively.	☐	☐	☐		☐	☐	☐
1.28	Allots a realistic amount of time for specified guidance activities.	☐	☐	☐		☐	☐	☐
1.29	Is available to students at appointed times.	☐	☐	☐		☐	☐	☐
1.30	Begins activities on time.	☐	☐	☐		☐	☐	☐
1.31	Uses time effectively for each designated activity.	☐	☐	☐		☐	☐	☐
1.32	Implements guidance programs effectively.	☐	☐	☐		☐	☐	☐
1.33	Implements activities related to career exploration and planning.	☐	☐	☐		☐	☐	☐
1.34	Provides activities to assist with educational planning.	☐	☐	☐		☐	☐	☐
1.35	Provides opportunities to enhance knowledge of self and others.	☐	☐	☐		☐	☐	☐
1.36	Implements additional activities which meet the program objectives.	☐	☐	☐		☐	☐	☐
1.37	Provides and implements testing	☐	☐	☐		☐	☐	☐

	program when appropriate.							
1.38	Demonstrates the ability to communicate effectively with students.	☐	☐	☐		☐	☐	☐
1.39	Uses correct oral and written communication.	☐	☐	☐		☐	☐	☐
1.40	Uses appropriate vocabulary.	☐	☐	☐		☐	☐	☐
1.41	Presents ideas logically.	☐	☐	☐		☐	☐	☐
1.42	Gives directions that are clear, concise and reasonable.	☐	☐	☐		☐	☐	☐
1.43	Uses variety of verbal and nonverbal techniques.	☐	☐	☐		☐	☐	☐
1.44	Elicits and responds to questions.	☐	☐	☐		☐	☐	☐
1.45	Summarizes effectively.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 2: Guidance Program Management

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	Met	Growth Needed	Does Not Meet		Met	Growth Needed	Does Not Meet
2.1	Organizes a systematic, developmental guidance program.	☐	☐	☐		☐	☐	☐
2.2	Sets priorities for the guidance and counseling program based on student needs.	☐	☐	☐		☐	☐	☐
2.3	Develops goals and objectives for a comprehensive guidance program.	☐	☐	☐		☐	☐	☐
2.4	Determines desired student outcomes based on program goals and objectives.	☐	☐	☐		☐	☐	☐
2.5	Develops a sequence of guidance program activities to meet stated goals and objectives.	☐	☐	☐		☐	☐	☐
2.6	Communicates information concerning the objectives of the guidance program to students, staff and others.	☐	☐	☐		☐	☐	☐
2.7	Designs and implements a system for the evaluation of the guidance program.	☐	☐	☐		☐	☐	☐
2.8	Develops a structure for implementing the guidance program.	☐	☐	☐		☐	☐	☐
2.9	Maintains an annual schedule of guidance events as well as daily activity schedule.	☐	☐	☐		☐	☐	☐
2.10	Establishes a referral process for counseling services and disseminates the procedure to	☐	☐	☐		☐	☐	☐

	staff and students.							
2.11	Coordinates and maintains a file of pupil guidance information including cumulative data, referrals, plans and goals.	☐	☐	☐		☐	☐	☐
2.12	Provides resources and guidance materials to meet program goals.	☐	☐	☐		☐	☐	☐
2.13	Keeps an up-to-date listing of referral sources available outside of the school system.	☐	☐	☐		☐	☐	☐
2.14	Maintains an attractive and accessible office environment.	☐	☐	☐		☐	☐	☐
2.15	Provides informative materials or activities designed to enhance the image of the guidance program.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 3: Interpersonal Relationships

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
3.1	Demonstrates positive interpersonal relations with students.	☐	☐	☐		☐	☐	☐
3.2	Promotes positive self-image in students.	☐	☐	☐		☐	☐	☐
3.3	Promotes students' self-control.	☐	☐	☐		☐	☐	☐
3.4	Makes an effort to know each student as an individual.	☐	☐	☐		☐	☐	☐
3.5	Interacts with students in mutually respectful and friendly manner.	☐	☐	☐		☐	☐	☐
3.6	Gives constructive criticism and praise when appropriate.	☐	☐	☐		☐	☐	☐
3.7	Acknowledges the rights of others to hold differing views or values.	☐	☐	☐		☐	☐	☐
3.8	Is reasonably available to students.	☐	☐	☐		☐	☐	☐
3.9	Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.	☐	☐	☐		☐	☐	☐
3.10	Uses discretion in handing confidential information and difficult situations.	☐	☐	☐		☐	☐	☐
3.11	Demonstrates positive interpersonal relations with educational staff.	☐	☐	☐		☐	☐	☐
3.12	Works cooperatively with colleagues in planning counseling activities.	☐	☐	☐		☐	☐	☐

3.13	Shares ideas, materials and methods with other staff members.	☐	☐	☐		☐	☐	☐
3.14	Makes appropriate use of support staff.	☐	☐	☐		☐	☐	☐
3.15	Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.	☐	☐	☐		☐	☐	☐
3.16	Informs administrators and/or appropriate personnel of school-related matters.	☐	☐	☐		☐	☐	☐
3.17	Demonstrates positive interpersonal relations with parents/patrons.	☐	☐	☐		☐	☐	☐
3.18	Cooperates with parents in the best interest of the students.	☐	☐	☐		☐	☐	☐
3.19	Provides a climate which opens up communication between counselor and parent.	☐	☐	☐		☐	☐	☐
3.20	Supports and participates in parent-teacher activities.	☐	☐	☐		☐	☐	☐
3.21	Promotes patron involvement with school.	☐	☐	☐		☐	☐	☐
3.22	Initiates communication with parents when appropriate.	☐	☐	☐		☐	☐	☐
3.23	Acknowledges the rights of others to hold differing views or values.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 4: Professional Responsibilities

		Teacher Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
4.1	Participates in professional growth activities.	☐	☐	☐		☐	☐	☐
4.2	Demonstrates commitment by a participation in professional activities (e.g. professional organizations, coursework, workshops, conferences)	☐	☐	☐		☐	☐	☐
4.3	Takes advantage of opportunities to learn from colleagues, students, parents and community.	☐	☐	☐		☐	☐	☐
4.4	Keeps abreast of developments in the counseling profession.	☐	☐	☐		☐	☐	☐
4.5	Follows the policies and procedures of the school district.	☐	☐	☐		☐	☐	☐
4.6	Strives to stay informed about policies and regulations applicable	☐	☐	☐		☐	☐	☐

	to his/her position.							
4.7	Selects appropriate channels for resolving concerns/problems.	☐	☐	☐		☐	☐	☐
4.8	Assumes responsibilities outside the counseling center as they relate to the school.	☐	☐	☐		☐	☐	☐
4.9	Assumes necessary non-counseling responsibilities.	☐	☐	☐		☐	☐	☐
4.10	Exercises responsibility for student management throughout the entire building.	☐	☐	☐		☐	☐	☐
4.11	Demonstrates a sense of professional responsibility.	☐	☐	☐		☐	☐	☐
4.12	Completes duties promptly and accurately.	☐	☐	☐		☐	☐	☐
4.13	Is punctual.	☐	☐	☐		☐	☐	☐
4.14	Provides accurate data to the school and district as requested for management purposes.	☐	☐	☐		☐	☐	☐
4.15	Carries out duties in accordance with established job description.	☐	☐	☐		☐	☐	☐
4.16	Demonstrates a professional image throughout the district.	☐	☐	☐		☐	☐	☐
4.17	Demonstrates punctuality and good attendance for all duties.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

Evaulatee: ☐ I agree with this evaluation. ☐ I disagree with this evaluation.

Evaluatee Signature: Date: School Year: Drop down

Evaluator Signature: Date:

Appendix E
Form V
Form 1
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE EVALUATION FOR PRINCIPALS
(This summarizes all of the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee: School: School Name

Evaluator: Position: Choose Principal or Asst.

Date:

Standards **RATINGS**

	Met	Growth Needed	Does Not Meet
1. Vision	☐	☐	☐
2. School Culture and Learning	☐	☐	☐
3. Management	☐	☐	☐
4. Collaboration	☐	☐	☐
5. Integrity, Fairness, Ethics	☐	☐	☐
6. Political, Economic, Legal	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐

Evaluatee's Comments:

Evaluator's Comments:

Information below is to be signed after all information above has been completed and discussed.

Evaluatee: ☐ I agree with this summative evaluation. **Signature:**
☐ I disagree with this summative evaluation. **Date:**

Opportunities for appeal processes at both the local and state levels are a part of Anderson County's evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

Employment Recommendation to Central Office: ☐ Recommend for re-employment
Superintendent Signature: ☐ Does not recommend for re-employment

Appendix E
Form W
Form 2
Tenured _____
Non-Tenured _____

Anderson County Schools
PERFOMANCE EVALUATION – PRINCIPAL
BASED UPON ADMINISTRATION ISLLC STANDARDS AND PERFORMANCE CRITERIA

STANDARD 1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

		Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
1.1	Vision and mission of the school are effectively communicated to staff, parents, students, and community members.	☐	☐	☐		☐	☐	☐
1.2	The vision and mission are communicated through the use of symbols, ceremonies, stories, & similar activities.	☐	☐	☐		☐	☐	☐
1.3	The core beliefs of the school vision are modeled for all stakeholders.	☐	☐	☐		☐	☐	☐
1.4	The vision is developed with and among stakeholders.	☐	☐	☐		☐	☐	☐
1.5	The contributions of school community members to the realization of the vision are recognized and celebrated.	☐	☐	☐		☐	☐	☐
1.6	Progress toward the vision and mission is communicated to all stakeholders.	☐	☐	☐		☐	☐	☐
1.7	The school community is involved in school improvement efforts.	☐	☐	☐		☐	☐	☐
1.8	The vision shaped the educational programs, plans, and actions.	☐	☐	☐		☐	☐	☐
1.9	An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.	☐	☐	☐		☐	☐	☐
1.10	Assessment data related to student learning are used to develop the school vision and goals.	☐	☐	☐		☐	☐	☐
1.11	Relevant demographic data pertaining to students and families are used in developing the school mission and goals.	☐	☐	☐		☐	☐	☐
1.12	Barriers to achieving the vision are identified, clarified, and addressed.	☐	☐	☐		☐	☐	☐
1.13	Needed resources are sought and obtained to support the implementation of the school	☐	☐	☐		☐	☐	☐

	mission and goals.							
1.14	Existing resources are used in support of the school vision and goals.	☐	☐	☐		☐	☐	☐
1.15	The vision, mission, and implementation plans are regularly monitored, evaluated and revised.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, & sustaining a school culture & instructional program conducive to student learning & staff professional growth.

		Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
2.1	All individuals are treated with fairness, dignity, and respect.	☐	☐	☐		☐	☐	☐
2.2	Professional development promotes a focus on student learning consistent with the school vision and goals.	☐	☐	☐		☐	☐	☐
2.3	Students and staff feel valued and important.	☐	☐	☐		☐	☐	☐
2.4	The responsibilities and contributions of each individual are acknowledged.	☐	☐	☐		☐	☐	☐
2.5	Barriers to student learning are identified, clarified, and addressed.	☐	☐	☐		☐	☐	☐
2.6	Diversity is considered in developing learning experiences.	☐	☐	☐		☐	☐	☐
2.7	Life long learning is encouraged and modeled.	☐	☐	☐		☐	☐	☐
2.8	There is a culture of high expectations for self, student, and staff performance.	☐	☐	☐		☐	☐	☐
2.9	Technologies are used in teaching and learning.	☐	☐	☐		☐	☐	☐
2.10	Student and staff accomplishments are recognized and celebrated.	☐	☐	☐		☐	☐	☐
2.11	Multiple opportunities to learn are available to all students.	☐	☐	☐		☐	☐	☐
2.12	The school is organized and aligned for success.	☐	☐	☐		☐	☐	☐
2.13	Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.	☐	☐	☐		☐	☐	☐
2.14	Curriculum decisions are based on research, expertise of teachers, recommendations of learned societies.	☐	☐	☐		☐	☐	☐
2.15	The school culture and climate are assessed on a regular basis.	☐	☐	☐		☐	☐	☐

16.	A variety of sources of information is used to make decisions.	☐	☐	☐		☐	☐	☐
17.	Student learning is assessed using a variety of techniques.	☐	☐	☐		☐	☐	☐
18.	Multiple sources of information regarding performance are used by staff and students.	☐	☐	☐		☐	☐	☐
19.	A variety of supervisory and evaluation models are employed.	☐	☐	☐		☐	☐	☐
20.	Pupil personnel programs are developed to meet the needs of students and their families.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

		Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
3.1	Knowledge of learning, teaching, and student development is used to inform management decisions.	☐	☐	☐		☐	☐	☐
3.2	Operational procedures are designed and managed to maximize opportunities for successful learning.	☐	☐	☐		☐	☐	☐
3.3	Emerging trends are recognized, studied, and applied as appropriate.	☐	☐	☐		☐	☐	☐
3.4	Operational plans and procedures to achieve the vision and goals of the school are in place.	☐	☐	☐		☐	☐	☐
3.5	Collective bargaining and other contractual agreements related to the school are effectively managed.	☐	☐	☐		☐	☐	☐
3.6	The school plant, equipment, and support systems operate safely, efficiently, and effectively.	☐	☐	☐		☐	☐	☐
3.7	Time is managed to maximize attainment of organizational goals.	☐	☐	☐		☐	☐	☐
3.8	Potential problems and opportunities are identified.	☐	☐	☐		☐	☐	☐
3.9	Problems are confronted and resolved in a timely manner.	☐	☐	☐		☐	☐	☐
3.10	Financial, human, and material resources are aligned to the goals of schools.	☐	☐	☐		☐	☐	☐
3.11	The school acts entrepreneurially to support continuous improvement.	☐	☐	☐		☐	☐	☐
3.12	Organizational systems are regularly monitored and modified as needed.	☐	☐	☐		☐	☐	☐
3.13	Stakeholders are involved in	☐	☐	☐		☐	☐	☐

	decisions affecting schools.							
3.14	Responsibility is hared to maximize ownership and accountability.	☐	☐	☐		☐	☐	☐
3.15	Effective problem-framing and problem-solving skills are used.	☐	☐	☐		☐	☐	☐
3.16	Effective conflict resolution skills are used.	☐	☐	☐		☐	☐	☐
3.17	Effective group-process and consensus-building kills are used.	☐	☐	☐		☐	☐	☐
3.18	Effective communication skills are used.	☐	☐	☐		☐	☐	☐
3.19	There is effective use of technology to manage school operations.	☐	☐	☐		☐	☐	☐
3.20	Fiscal resources of the school are managed responsibly, efficiently, and effectively.	☐	☐	☐		☐	☐	☐
3.21	A safe, clean, and aesthetically pleasing school environment is created and maintained.	☐	☐	☐		☐	☐	☐
3.22	Human resource functions support the attainment of school goals.	☐	☐	☐		☐	☐	☐
3.23	Confidentiality and privacy of school records are maintained.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 4. **A school administrator is an educational leader who promotes the success of all students by collaborating with families & community members, responding to diverse community interests & needs, & mobilizing community resources.**

		Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
4.1	High visibility, active involvement, and communication with the larger community is a priority.	☐	☐	☐		☐	☐	☐
4.2	Relationships with community leaders are identified and nurtured.	☐	☐	☐		☐	☐	☐
4.3	Information about family and community concerns, expectations, and needs is used regularly.	☐	☐	☐		☐	☐	☐
4.4	There is outreach to different business, religious, political, and service agencies and organizations.	☐	☐	☐		☐	☐	☐
4.5	Credence is given to individuals and groups whose values and opinions may conflict.	☐	☐	☐		☐	☐	☐
4.6	The school and community serve one another as resources.	☐	☐	☐		☐	☐	☐
4.7	Available community resources are secured to help the school solve problems and achieve	☐	☐	☐		☐	☐	☐

	goals.							
4.8	Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.	☐	☐	☐		☐	☐	☐
4.9	Community youth family services are integrated with school programs.	☐	☐	☐		☐	☐	☐
4.10	Community stakeholders are treated equitably.	☐	☐	☐		☐	☐	☐
4.11	Diversity is recognized and valued.	☐	☐	☐		☐	☐	☐
4.12	Effective media relations are developed and maintained.	☐	☐	☐		☐	☐	☐
4.13	A comprehensive program of community relations is established.	☐	☐	☐		☐	☐	☐
4.14	Public resources and funds are used appropriately and wisely.	☐	☐	☐		☐	☐	☐
4.15	Community collaboration is modeled for staff.	☐	☐	☐		☐	☐	☐
4.16	Opportunities for staff to develop collaborative skills are provided.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

		Self Evaluation				**Evaluator**		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
5.1	Examines personal and professional values.	☐	☐	☐		☐	☐	☐
5.2	Demonstrates a personal and professional code of ethics.	☐	☐	☐		☐	☐	☐
5.3	Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	☐	☐	☐		☐	☐	☐
5.4	Serves as a role model.	☐	☐	☐		☐	☐	☐
5.5	Accepts responsibility for school operations.	☐	☐	☐		☐	☐	☐
5.6	Serves as a role model.	☐	☐	☐		☐	☐	☐
5.7	Uses the influence of the office to enhance the educational program rather than for personal gain.	☐	☐	☐		☐	☐	☐
5.8	Treats people fairly, equitably, and with dignity and respect.	☐	☐	☐		☐	☐	☐
5.9	Protects the rights and confidentiality of students and staff.	☐	☐	☐		☐	☐	☐
5.10	Demonstrates appreciation for and sensitivity to the diversity in the school community.	☐	☐	☐		☐	☐	☐
5.11	Recognizes and respects the legitimate authority of others.	☐	☐	☐		☐	☐	☐

5.12	Examines and considers the prevailing values of the diverse school community.	☐	☐	☐		☐	☐	☐
5.13	Expects that others in the schools community will demonstrate integrity and exercise ethical behavior.	☐	☐	☐		☐	☐	☐
5.14	Opens the school to public scrutiny.	☐	☐	☐		☐	☐	☐
5.15	Fulfills legal and contractual obligations.	☐	☐	☐		☐	☐	☐
5.16	Applies laws and procedures fairly, wisely, and considerately.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 6. **A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

		Self Evaluation				**Evaluator**		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
6.1	The environment is which schools operate is influenced on behalf of students and their families.	☐	☐	☐		☐	☐	☐
6.2	Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.	☐	☐	☐		☐	☐	☐
6.3	There is ongoing dialogue with representatives of diverse community groups.	☐	☐	☐		☐	☐	☐
6.4	The school community works within the framework of policies, laws, & regulations enacted by local, state, and federal authorities.	☐	☐	☐		☐	☐	☐
6.5	Public policy is shaped to provide quality education for students.	☐	☐	☐		☐	☐	☐
6.6	Lines of communication are developed with decision makers outside the school community.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

Comments (Evaluatee)

Signature of Evaluatee: **Date:** **School Year: Drop down**

☐ **I agree with this evaluation.**
☐ **I disagree with this evaluation.**

Signature of Evaluator: **Date:**

Appendix E
Form X
Form 1
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE EVALUATION FOR DISTRICT ADMINISTRATORS
(This summarizes all of the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee: Grade/Content Area:

Evaluator: Position:

School: School Name Date:

Standards **RATINGS**

	Met	Growth Needed	Does Not Meet
1. Educational Leadership	☐	☐	☐
2. District-wide Management	☐	☐	☐
3. Interpersonal Relationships	☐	☐	☐
4. Professional Responsibilities	☐	☐	☐
Overall Rating	☐	☐	☐

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐

Evaluatee's Comments:

Evaluator's Comments:

Information below is to be signed after all information above has been completed and discussed.

Evaluatee: ☐ I agree with this summative evaluation. Employee Signature:
☐ I disagree with this summative evaluation. Date:

Opportunities for appeal processes at both the local and state levels are a part of Anderson County's evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

Employment Recommendation to Central Office: ☐ Recommends for re-employment
Principal Signature: ☐ Does not recommend for re-employment

Appendix E
Form Y
Form 2
Tenured _____
Non-Tenured _____

Anderson County Schools
SUMMATIVE CONFERENCE FORM
FOR DISTRICT AMINISTRATORS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan. This analysis document is the summary of data collected.)

Evaluatee/Observee: Evaluator/Observer:

Date of Conference:

STANDARD 1: Educational Leadership

		Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
1.1	Assists with the implementation of the District Comprehensive Improvement Plan.	☐	☐	☐		☐	☐	☐
1.2	Participates with staff in curriculum development.	☐	☐	☐		☐	☐	☐
1.3	Utilizes the abilities and talents of the staff in accomplishing the mission and goals of the district.	☐	☐	☐		☐	☐	☐
1.4	Inspires others to do highest professional standards.	☐	☐	☐		☐	☐	☐
1.5	Demonstrates knowledge of statutes, regulations, policies and administrative procedures.	☐	☐	☐		☐	☐	☐
1.6	Supplies data and information to the Superintendent.	☐	☐	☐		☐	☐	☐
1.7	Implements procedures with discretion and good judgment.	☐	☐	☐		☐	☐	☐
1.8	Works effectively with the media.	☐	☐	☐		☐	☐	☐
1.9	Provides staff with pertinent information.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 2: District-wide Management

		Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not**		**Met**	**Growth Needed**	**Does Not**

				Meet				Meet
2.1	Directs the development of high professional standards in educational achievement, utilization and professional growth of staff.	☐	☐	☐		☐	☐	☐
2.2	Works effectively with the Kentucky Department of Education.	☐	☐	☐		☐	☐	☐
2.3	Works effectively with the universities in the Teacher Training Program and other educational activities.	☐	☐	☐		☐	☐	☐
2.4	Collaborates with appropriate local and state officials to convey the area's education needs and to offer solutions to such needs.	☐	☐	☐		☐	☐	☐
2.5	Assures that all funds, physical assets, and other property are properly administered and safeguarded.	☐	☐	☐		☐	☐	☐
2.6	Supervises operations, insisting on competent, efficient operations.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 3: Interpersonal Relationships

		Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
3.1	Maintains positive collaborative relationships with all staff.	☐	☐	☐		☐	☐	☐
3.2	Defends principle and conviction even in adversity.	☐	☐	☐		☐	☐	☐
3.3	Maintains honesty and integrity in all professional matters.	☐	☐	☐		☐	☐	☐
3.4	Earns respect of colleagues and staff.	☐	☐	☐		☐	☐	☐
3.5	Devoted and committed to the district.	☐	☐	☐		☐	☐	☐
3.6	Demonstrates positive interpersonal relationships with students.	☐	☐	☐		☐	☐	☐
3.7	Maintains positive collaborative relationships with students.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

STANDARD 4: Professional Responsibilities

		Self Evaluation				Evaluator		
	Performance Criteria	**Met**	**Growth Needed**	**Does Not Meet**		**Met**	**Growth Needed**	**Does Not Meet**
4.1	Participates in professional growth activities.	☐	☐	☐		☐	☐	☐
4.2	Follows the policies and procedures of the school district.	☐	☐	☐		☐	☐	☐
4.3	Develops and implements KERA activities that are designed to carry out the goals of the school district.	☐	☐	☐		☐	☐	☐
4.4	Punctual in the performance of all duties.	☐	☐	☐		☐	☐	☐
4.5	Attends meetings, conferences and seminars as necessary and appropriate.	☐	☐	☐		☐	☐	☐

Comments (Evaluator)

Comments (Evaluatee)

Evaulatee: ☐ I agree with this evaluation. ☐ I disagree with this evaluation.

Evaluatee Signature: Date: School Year: Drop Down

Evaluator Signature: Date:

Appendix E
Form Z
Tenured _____
Non-Tenured _____

Anderson County Schools
INDIVIDUAL PROFESSIONAL GROWTH PLAN
FOR ADMINISTRATORS
(MUST BE COMPLETED PRIOR TO THE END OF THE SCHOOL YEAR)

EMPLOYEE:

DATE: **LOCATION**: Drop down

1. **Performance Areas:**

☐ Vision	☐ School Culture and Learning
☐ Management	☐ Collaboration
☐ Integrity, Fairness and Ethics	☐ Political, Economic and Legal

2. **Growth Objectives: (At least two)**

3. **Present State of Development:**

Awareness	☐	Preparation	☐
Implementation	☐	Refinement	☐

4. **Procedures and Activities for Achieving Objectives:**

5. **Appraisal Method/Target Dates:**

_____	_____	_____	_____
Evaluatee Signature	Date	Evaluator's Signature	Date

This plan shall be aligned with specific goals and objectives of the school/district comprehensive improvement plan, an individual's formal summative evaluation and self assessment.